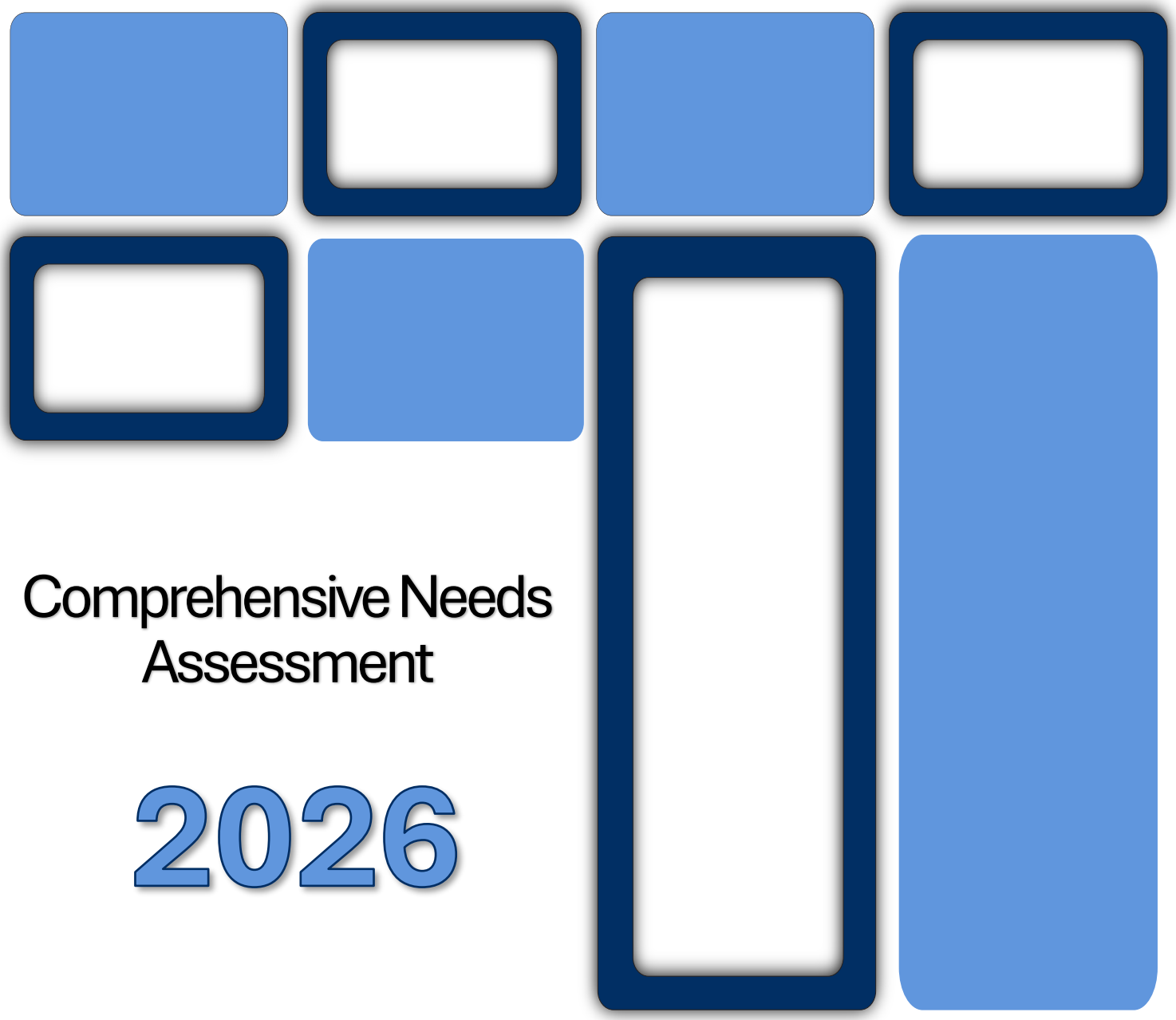
YAZOO COUNTY
SCHOOL DISTRICT



Comprehensive Needs Assessment

2026

YAZOO COUNTY SCHOOL DISTRICT

2026 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by

Education Resources, LLC
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YAZOO COUNTY SCHOOL DISTRICT

Dr. Terri Rhea, Superintendent

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Superintendent of Education

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DISTRICT PROFILE

INTRODUCTION

The Yazoo County School District is headquartered at 94 Panther Drive in Yazoo City, Mississippi. In January 2026, the district served one-thousand two-hundred nine (1,209) prekindergarten through grade twelve (PK-12) students across four campuses: Bentonia-Gibbs School (PK–5), Linwood Elementary (PK–5), Yazoo County Middle School (6–8), and Yazoo County High School (9–12), along with Career and Technical Education and an Alternative School. Recent district initiatives have focused on expanding technology access through a 1:1 student-device program, strengthening career and technical education opportunities, enhancing school safety through its district police force, and improving student achievement and graduation outcomes. YCSD has highlighted a graduation rate of 94.6 percent, exceeding the state average and reflecting continued efforts to prepare students for life beyond high school. The district's ACT Initiative celebrates students who earn a 20 or higher on the ACT. Along with the core academic studies, students can expand their knowledge and growth through CTE courses such as Educator Prep, Health Science, Welding, and others. Students also have the opportunity to participate in extracurricular activities such as archery, football, baseball, cheerleading, and band.

WHAT'S NEW?

Dr. Terri Rhea joined Yazoo County School District as its new superintendent in the 2025-26 school year. In her online address, Dr. Rhea stated, "I believe schools are not merely places where facts are taught; they are vibrant communities where lives are shaped, talents are discovered, and futures are built." Superintendent Rhea launched a 100-day transition plan of action to help build a strong foundation for her vision for YCSD.



VISION AND MISSION

VISION

Yazoo County School District exists to equip our students to excel in the rapidly changing world by providing a vast array of opportunities that combine career and technical training with professional learning pathways. We envision our current and future students developing skills that will allow them to become multifaceted economic contributors, civic innovators, and problem-solving leaders.

MISSION

Yazoo County Schools exist to create next generation leaders who pursue purposeful, productive lives.

PHILOSOPHY AND BELIEFS

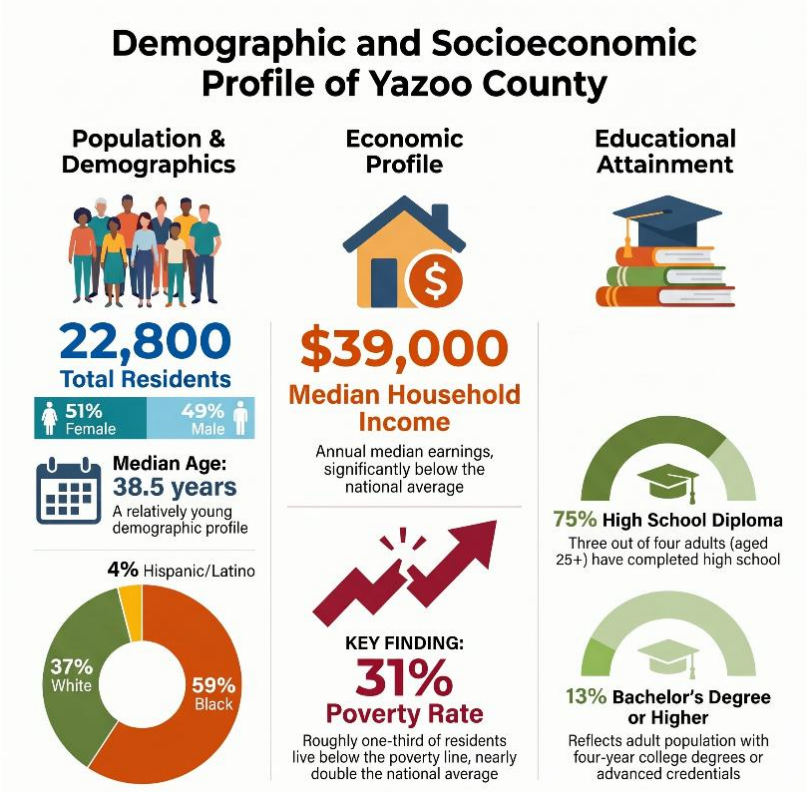


The Yazoo County School District Community, Faculty, Staff and Students believe the following:

- High quality, committed, and passionate teachers who embrace diversity are essential for student success;
- Change is inevitable, and we must adapt to meet the evolving needs of our students and community;
- The success of each and every student requires nurturing the needs of the whole child;
- Positive relationships yield success;
- Shared beliefs and norms create an internally cohesive environment; and
- A safe, secure environment is foundational to learning.

COMMUNITY CHARACTERISTICS

Yazoo County is located in the western-central portion of Mississippi, stretching from the fertile Mississippi Delta eastward toward the hill region of the state. Established in 1823 and named after the Yazoo Native American people, the county has played an important role in Mississippi's agricultural and cultural history. The county seat, Yazoo City, also known as "The Gateway to the Delta", serves as the region's largest community and commercial center, while other notable communities include Bentonia, Satartia, and Eden. According to recent U.S. Census estimates, Yazoo County's population is approximately 23,000 residents, with a median household income of about $39,295 and a median age of roughly 38.6 years. Agriculture remains a cornerstone of the local economy, with cotton, soybeans, corn, rice, and catfish production contributing significantly to employment and economic activity. Forestry, manufacturing, healthcare, and education, also provide important jobs throughout the county. Visitors are drawn to the county's rich Delta heritage, hunting and fishing opportunities, historic downtown Yazoo City, and the Bentonia Blues tradition associated with musicians such as Jimmy Duck Holmes. Yazoo County has been the home of several notable figures such as legendary storyteller and comedian Jerry Clower, two-term governor and national Republican party chairman Haley Barbour, and acclaimed author Willie Morris.



The U. S. Census Bureau estimates the poverty rate for Yazoo County to be 30.8%, with 35.4% of children birth to 17 years old living in poverty and 29.4% of children ages 5 to 17 living in poverty-related households.

DISTRICT CHARACTERISTICS

The Yazoo County School District (YCSD) is a rural public school district headquartered at 94 Panther Drive in Yazoo City, Mississippi. In January 2026, it served one thousand two hundred nine (1,209) students in prekindergarten through twelfth grade (PK-12). YCSD serves the county's rural communities, including Bentonia, Benton, Linwood, Satartia, Vaughn, and surrounding areas within its 923 square miles and outside the boundaries of the separate Yazoo City Municipal District. The district serves a high-poverty population, with approximately 99 percent of students eligible for free or reduced-price meals under a Provision 2 model, and all schools participating in federal programs such as Title I. Approximately 96% of residents are U.S. citizens with 5.6% of households speaking a non-English language. Yazoo County is located in a geographical area of high tornadic activity.

Within Yazoo County School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 20.8% of children between ages 5 and 17 live in poverty-related households.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

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

YAZOO COUNTY SCHOOL DISTRICT ENROLLMENT BY GRADE LEVEL

	2022	2023	2024	2025	2026
ALL	1370	1320	1229	1218	1209
PK	54	55	42	52	60
K	70	97	86	78	82
GR_01	75	79	88	96	89
GR_02	80	73	89	98	92
GR_03	87	97	61	89	99
GR_04	86	73	89	59	81
GR_05	93	90	70	88	64
GR_06	94	96	85	75	95
GR_07	116	92	95	85	73
GR_08	123	102	84	98	87
GR_09	129	112	101	85	116
GR_10	109	126	111	108	77
GR_11	130	91	110	103	100
GR_12	92	111	90	104	94

(MDE, 2025m)

Figure 1: District Enrollment by Grade Level

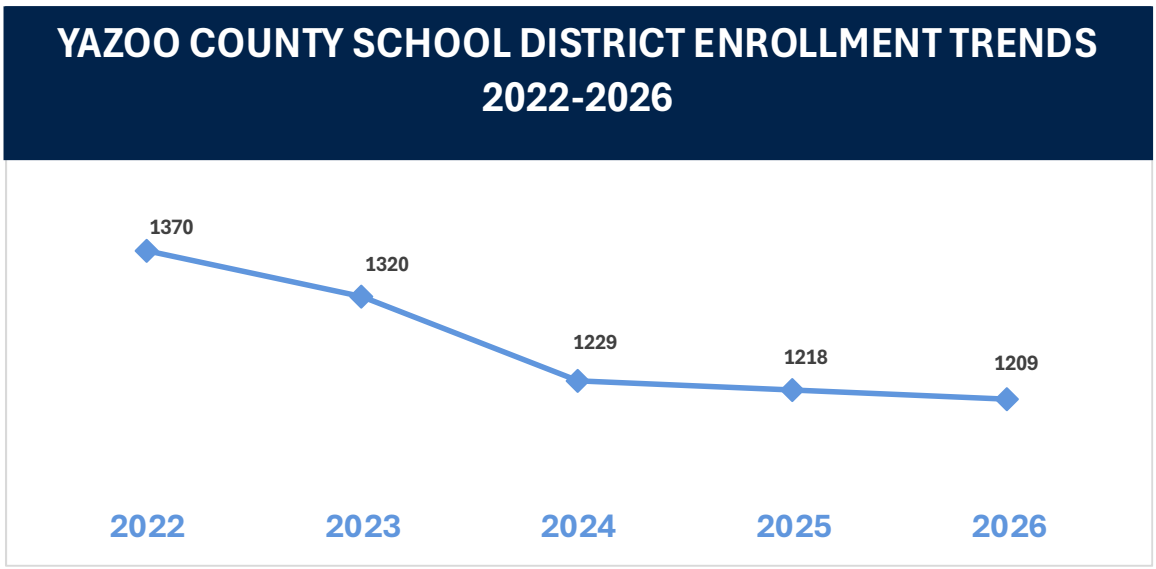


Figure 2: District Enrollment Trends 2022-2026

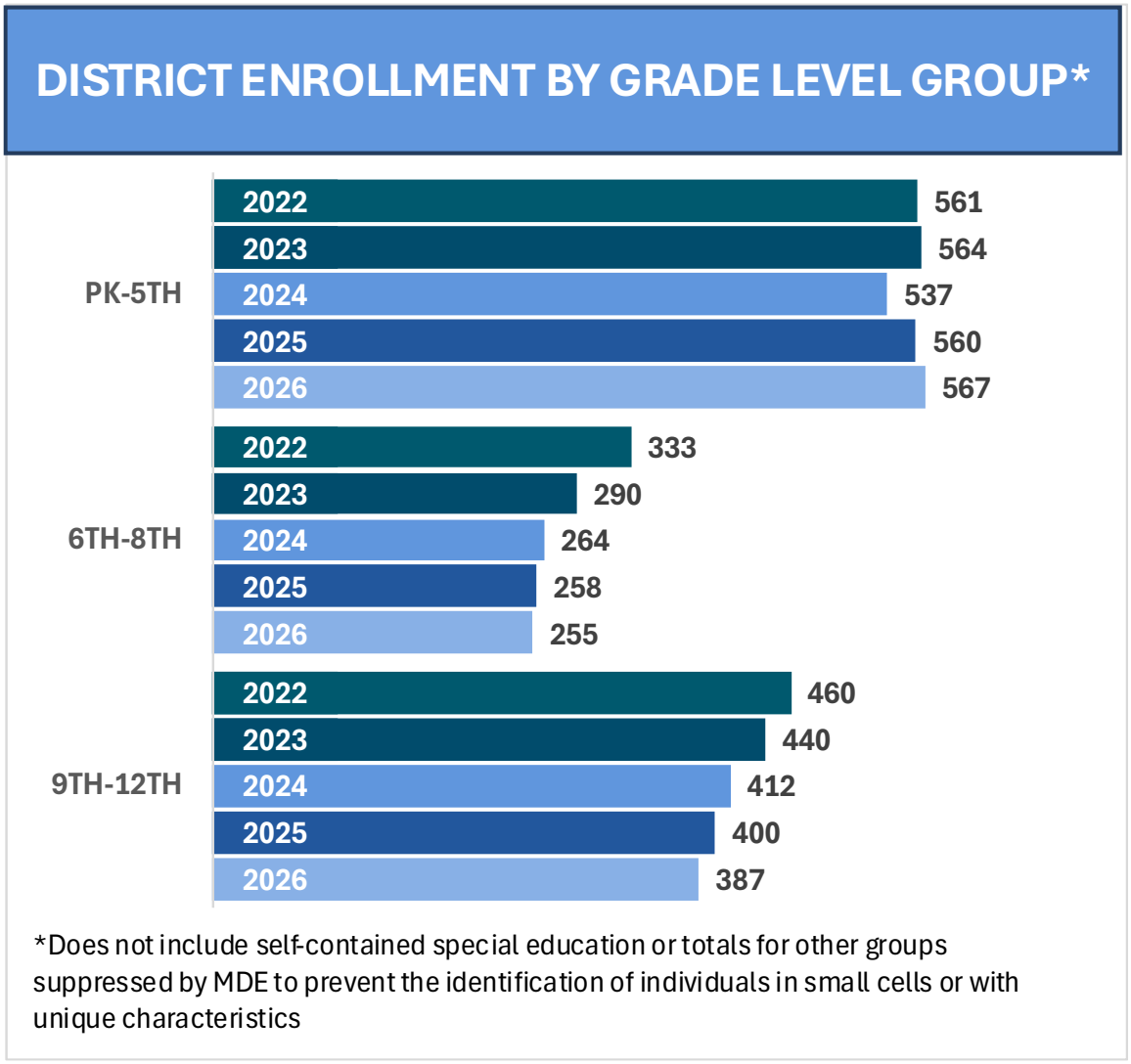


Figure 3: District Enrollment by Grade Level Groups

CHANGES IN ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE	% CHANGE
PK-5TH	561	567	6	1.1%
6TH-8TH	333	255	-78	-23.4%
9TH-12TH	460	387	-73	-15.9%
TOTAL	1370	1209	-161	-11.8%

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

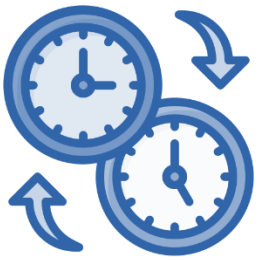


Figure 4: District Changes in Enrollment over Five Years

YAZOO COUNTY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024	2025	2026
ALL	ALL	1370	1320	1229	1218	1209
GENDER	FEMALE	669	636	598	606	594
	MALE	701	684	631	612	615
RACE	ASIAN	14	*	*	*	*
	BLACK OR AFRICAN AMERICAN	741	712	678	660	648
	HISPANIC OR LATINO	19	17	17	25	18
	NATIVE HAWAIIAN OR PACIFIC ISLANDER		*	*	*	*
	TWO OR MORE RACES	74	77	74	74	76
	WHITE	522	497	448	443	457

(MDE, 2025m)

Figure 5: District Enrollment by Demographic Group

YAZOO COUNTY SCHOOL DISTRICT CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	54.1%	53.6%	-0.5%
HISPANIC OR LATINO	1.4%	1.5%	0.1%
TWO OR MORE RACES	5.4%	6.3%	0.9%
WHITE	38.1%	37.8%	-0.3%

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

ENROLLMENT TAKEAWAYS

Yazoo County School District has experienced a **gradual decline in overall enrollment** during the past five years, decreasing from 1,370 students in 2022 to 1,209 students in 2026, a loss of 161 students or 11.8%. Elementary enrollment (PK–5) has remained relatively stable, growing slightly from 561 students to 567 students over the five-year period, indicating **continued strength in the district's early-grade pipeline**. In contrast, middle school enrollment (grades 6–8) declined by 78 students, a 23.4% decrease, while high school enrollment (grades 9–12) fell by 73 students, or 15.9%.

Recent enrollment data also reveal encouraging growth in several lower-grade cohorts. Prekindergarten enrollment increased from 52 students in 2025 to 60 in 2026, while third grade rose from 89 to 99 students and sixth grade increased from 75 to 95 students. **Demographically, the district remains relatively stable**, with Black or African American students comprising 53.6% of enrollment and White students accounting for 37.8% in 2026. **Gender enrollment remains balanced**, with 615 male students and 594 female students in 2026. Overall, the district is maintaining a stable elementary foundation while facing ongoing enrollment pressures in the secondary grades.



ATTENDANCE

YAZOO COUNTY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	1125.1	1061.3	1102.1
PK			53.7
K	87.1	77.0	72.0
GR_01	74.3	81.1	87.2
GR_02	66.2	80.9	91.4
GR_03	88.3	56.7	81.0
GR_04	65.9	80.9	56.8
GR_05	82.7	64.5	84.2
GR_06	88.1	78.5	69.2
GR_07	82.1	85.3	77.5
GR_08	92.7	76.8	88.7
GR_09	103.0	92.7	76.0
GR_10	106.6	97.0	94.2
GR_11	82.8	94.0	90.3
GR_12	81.7	71.0	79.9
(MDE, 2023o, 2024q, 2025s)			

Figure 7: District Average Daily Attendance

YAZOO COUNTY SCHOOL DISTRICT ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	85.2%	86.4%	90.5%
PK			103.3%
K	89.8%	89.6%	92.2%
GR_01	94.0%	92.1%	90.8%
GR_02	90.6%	90.9%	93.3%
GR_03	91.0%	92.9%	91.0%
GR_04	90.2%	90.9%	96.3%
GR_05	91.9%	92.1%	95.7%
GR_06	91.8%	92.4%	92.3%
GR_07	89.2%	89.8%	91.1%
GR_08	90.8%	91.5%	90.5%
GR_09	92.0%	91.8%	89.5%
GR_10	84.6%	87.3%	87.2%
GR_11	91.0%	85.5%	87.7%
GR_12	73.6%	78.9%	76.8%
(MDE, 2023o, 2024q, 2025m, 2025s)			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 8: District Estimated ADA as % of Enrollment

CHRONIC ABSENCE

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

YAZOO COUNTY SCHOOL DISTRICT CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	31.6	31.7	30.6
GENDER	FEMALE	32.7	33.1	31.9
	MALE	30.6	30.3	29.3
DISABILITY	STUDENTS WITH DISABILITIES	33.9	31.2	29.2
	STUDENTS WITHOUT DISABILITIES	31.1	31.8	30.9
EL	LIMITED ENGLISH PROFICIENCY	30.8	27.3	10.0
RACE	ASIAN	6.3	14.3	13.3
	BLACK OR AFRICAN AMERICAN	30.7	30.6	30.0
	HISPANIC OR LATINO	29.4	30.0	29.6
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	34.6	32.1	31.9
	WHITE	33.4	33.6	32.0
				(MDE, 2026f)

Figure 9: District Chronic Absence by Demographic Group

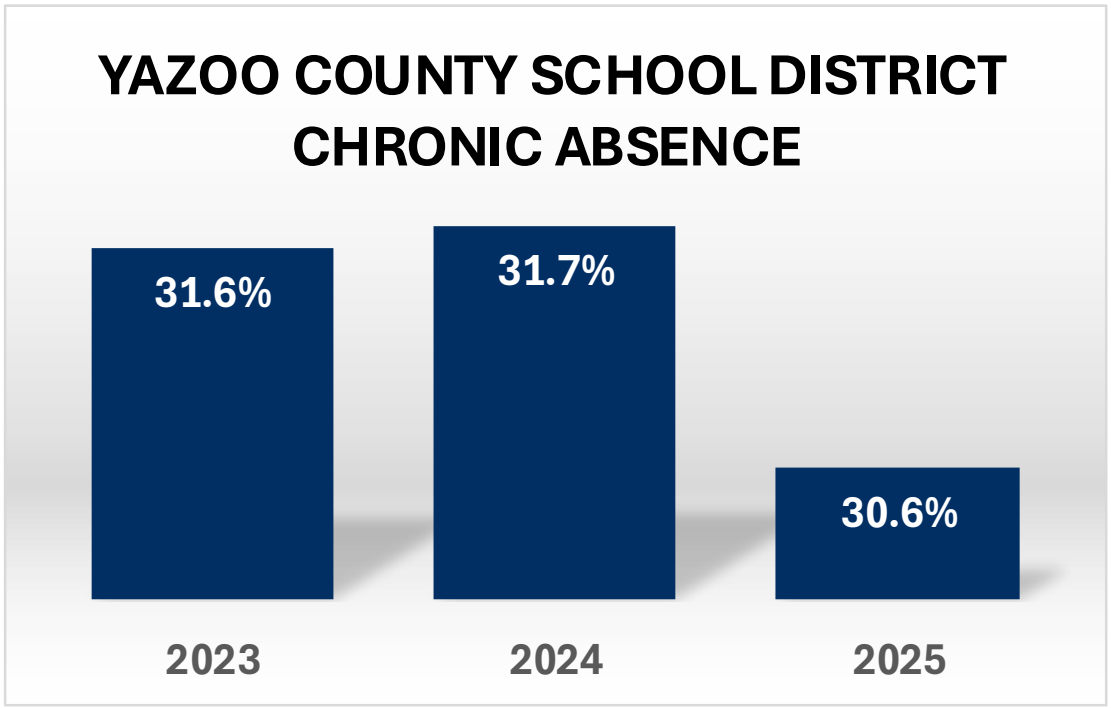


Figure 10: District Chronic Absence Percentage

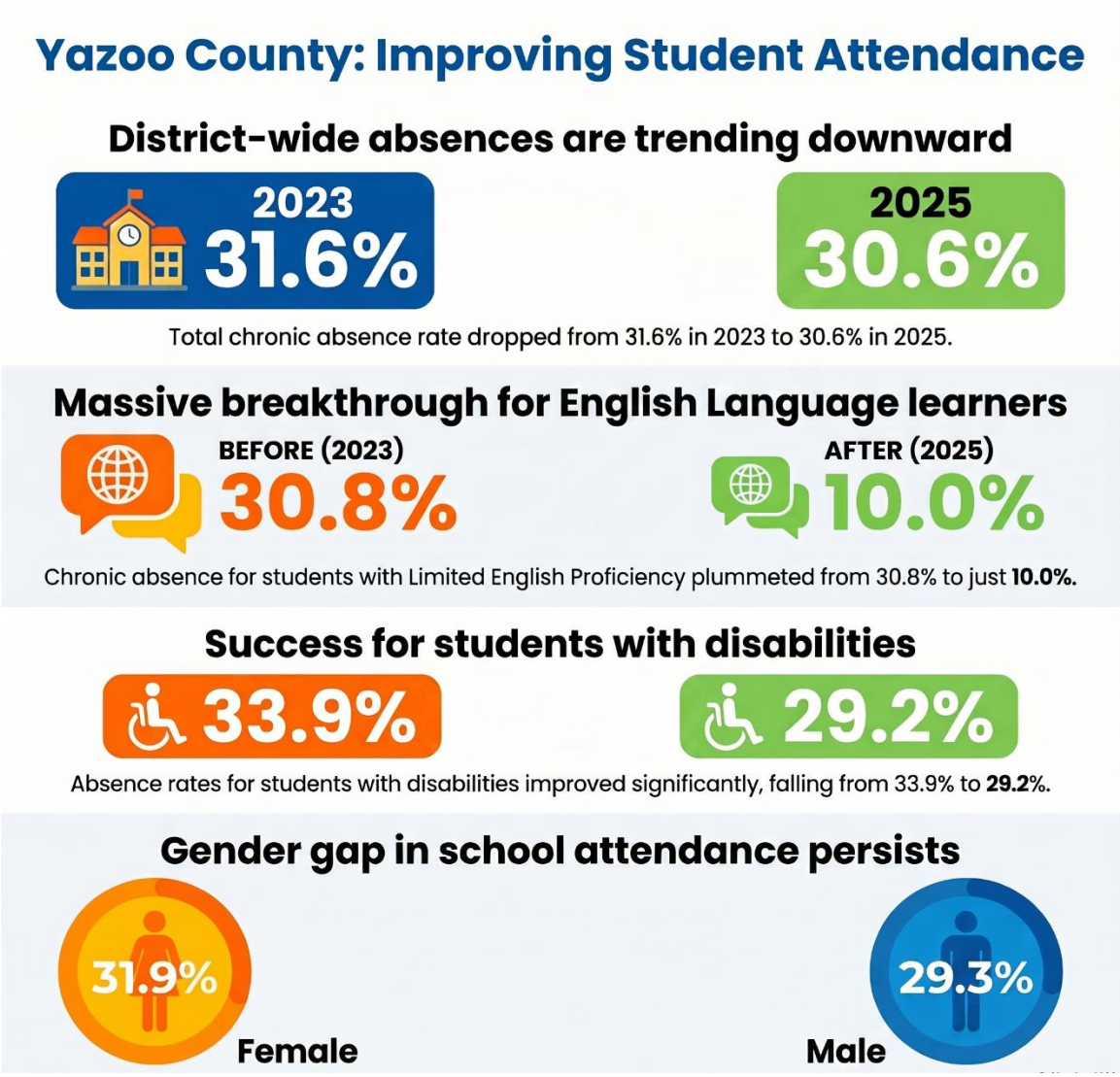


Figure 11: District Chronic Absence Analysis

ATTENDANCE TAKEAWAYS

Average daily attendance increased from 1,125 students in 2023 to 1,102 students in 2025 despite a declining enrollment base. More importantly, attendance as a percentage of enrollment rose from 85.2% in 2023 to 90.5% in 2025, reflecting **stronger student participation and more consistent school attendance across the district**. Several grade levels posted particularly strong attendance rates in 2025, including fourth grade at 96.3%, fifth grade at 95.7%, and second grade at 93.3%, indicating that elementary students are attending school at increasingly high levels.

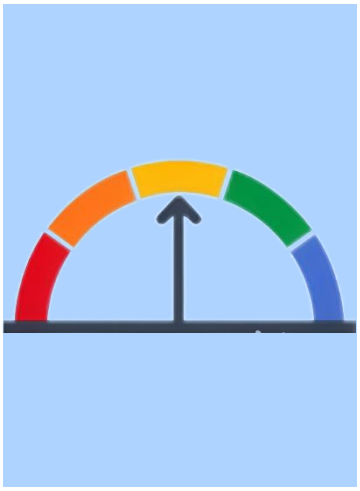
The district's **chronic absence rate declined** from 31.6% in 2023 to 30.6% in 2025 after a slight increase in 2024. While nearly one-third of students remain chronically absent, the downward trend suggests that **interventions are beginning to have an impact**.

Some student groups experienced especially notable gains. Chronic absenteeism among students with limited English proficiency dropped dramatically from 30.8% in 2023 to just 10.0% in 2025. Students with disabilities also showed improvement, with chronic absenteeism falling from 33.9% to 29.2% during the same period.

Attendance challenges remain most evident among female students, who posted a 31.9% chronic absence rate in 2025 compared to 29.3% for males. Chronic absenteeism also remained elevated among students identifying as two or more races (31.9%) and White students (32.0%). **Overall, the district's improving attendance rates and declining chronic absenteeism indicate positive momentum**, though continued efforts will be needed to ensure all student groups attend school consistently.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS



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

YAZOO COUNTY SCHOOL DISTRICT ACCOUNTABILITY RATE

2023		2024		2025
C		B		C
583	↑	601	↓	588

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

Figure 12: District Accountability Rating

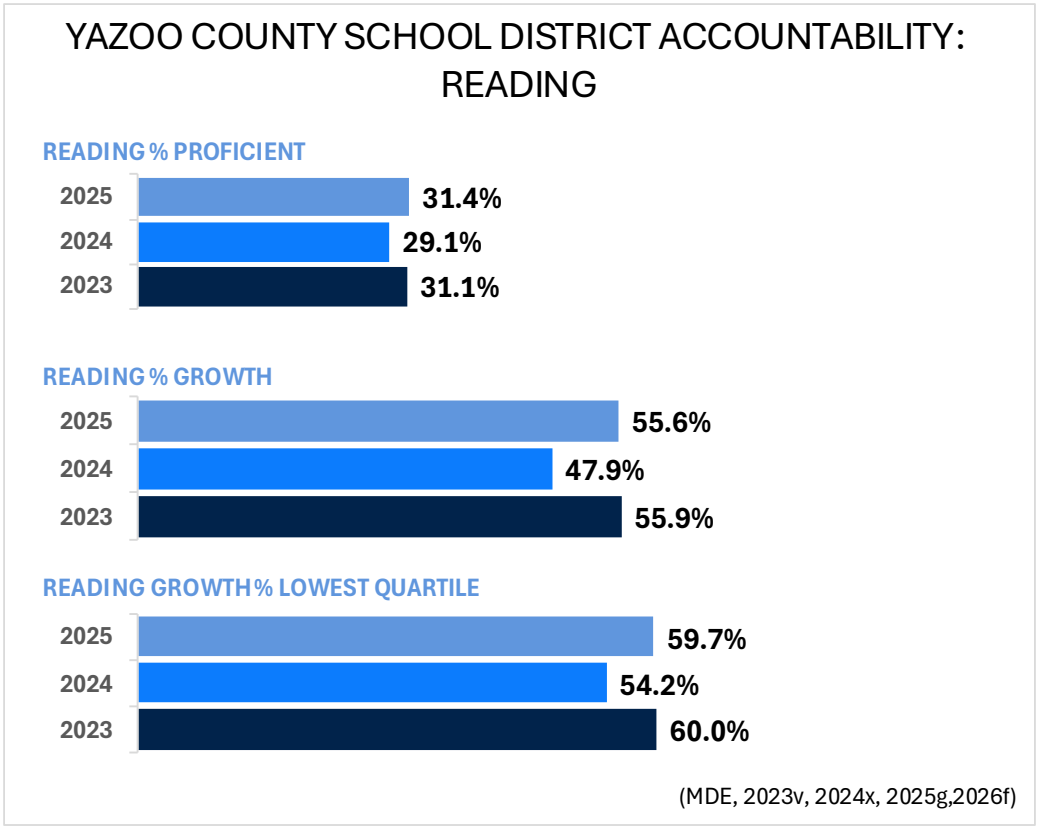


Figure 13: District Accountability: Reading

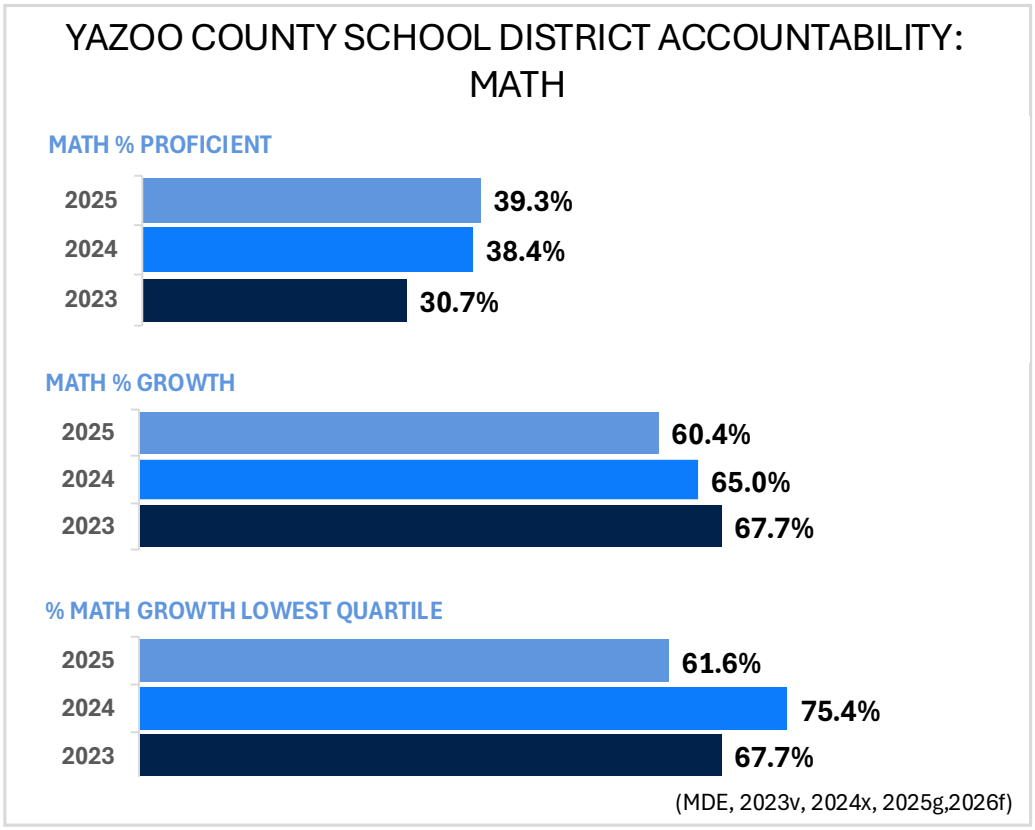


Figure 14: District Accountability: Math

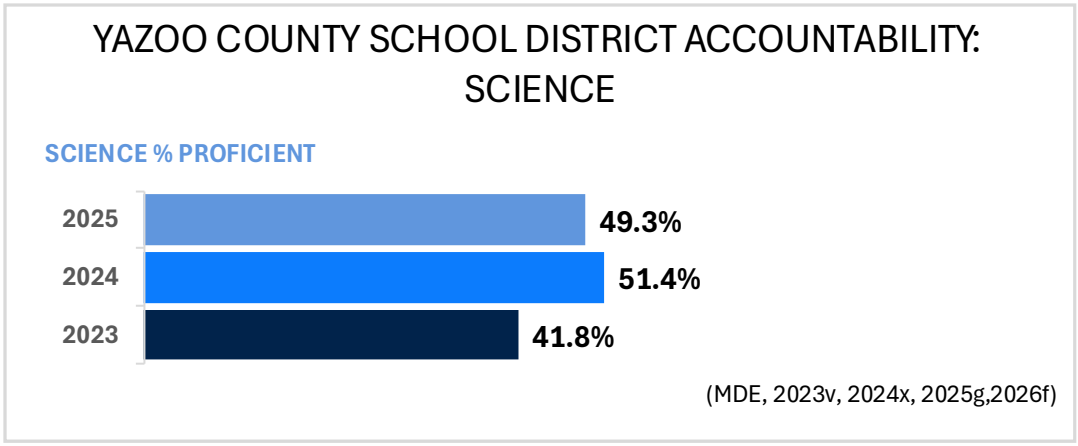


Figure 15: District Accountability: Science

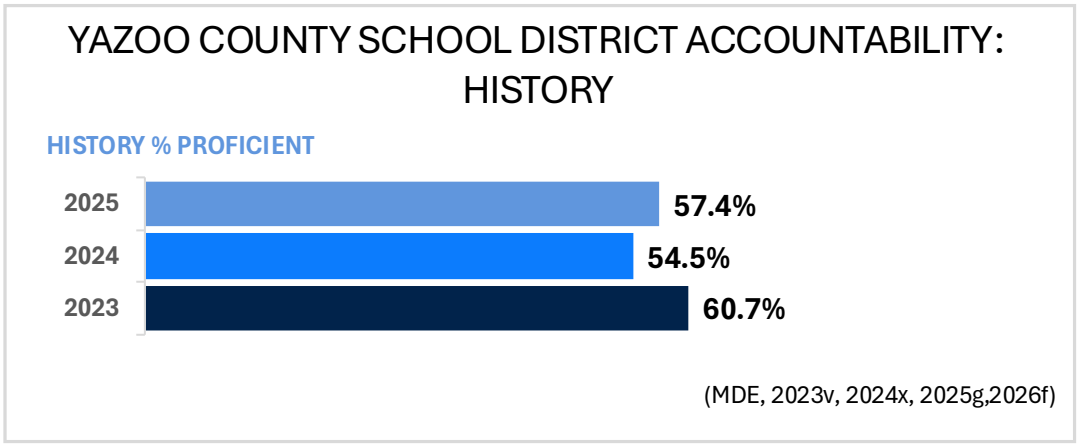


Figure 16: District Accountability: History

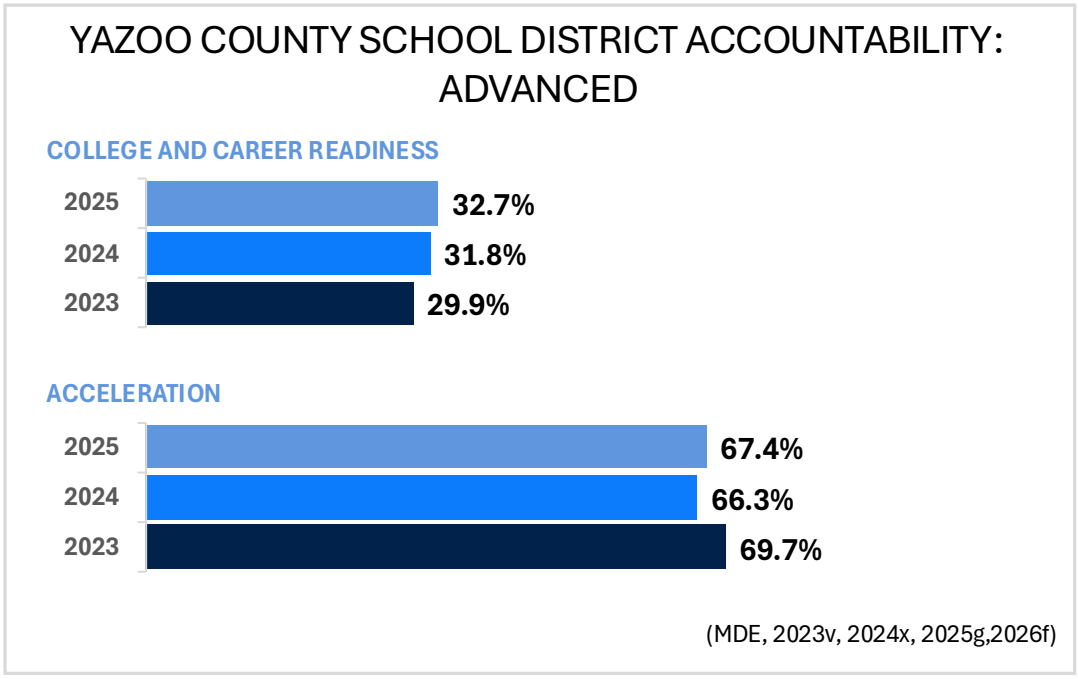


Figure 17: District Accountability: Advanced

GRADUATION RATE

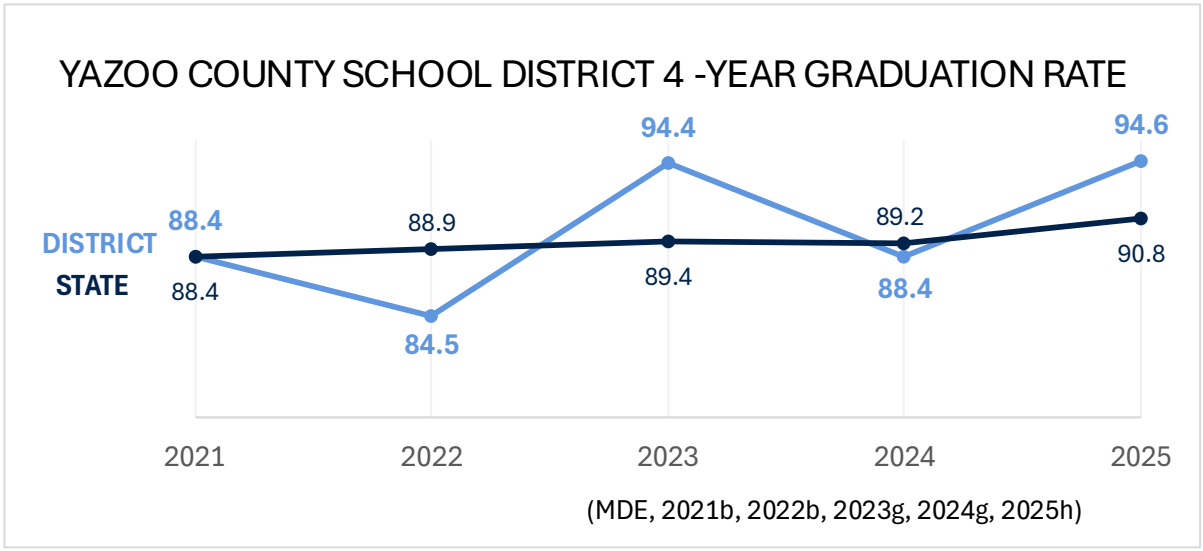


Figure 18: District 4-Year Graduation

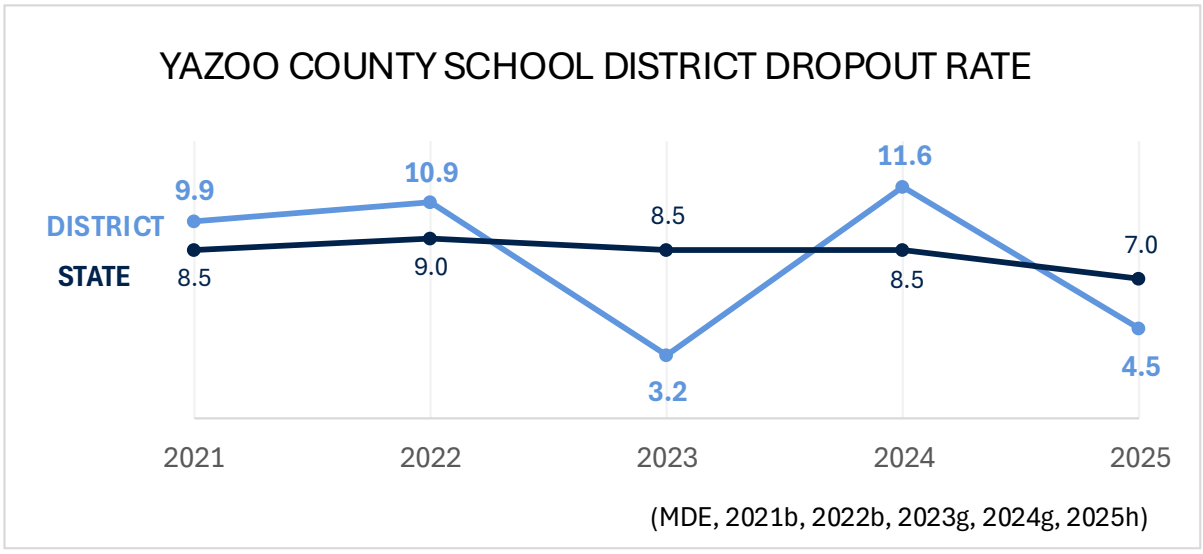


Figure 19: District Dropout Rate



ACCOUNTABILITY BY DEMOGRAPHIC GROUP

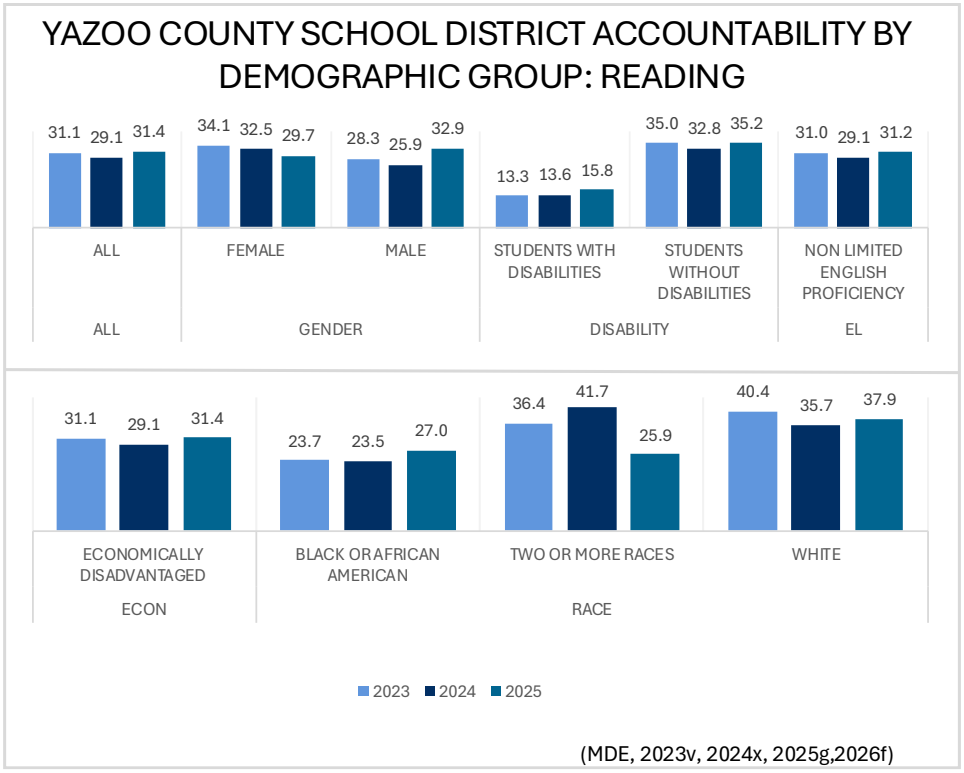


Figure 20: District Accountability by Demographic Group: Reading

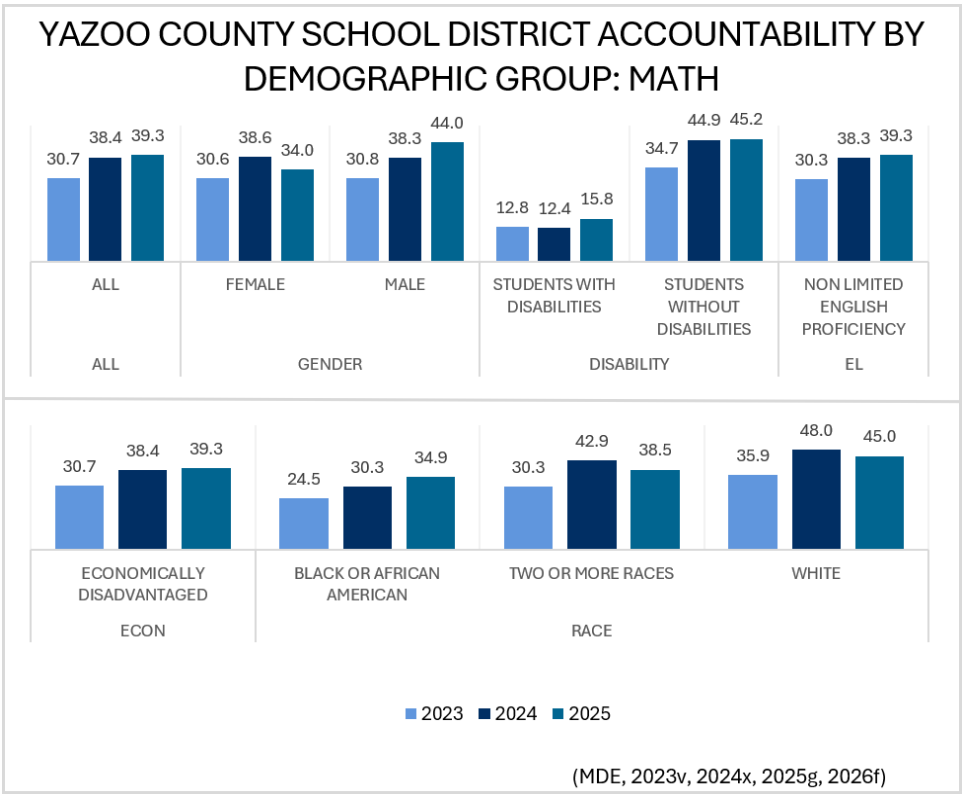


Figure 21: District Accountability by Demographic Group: Math

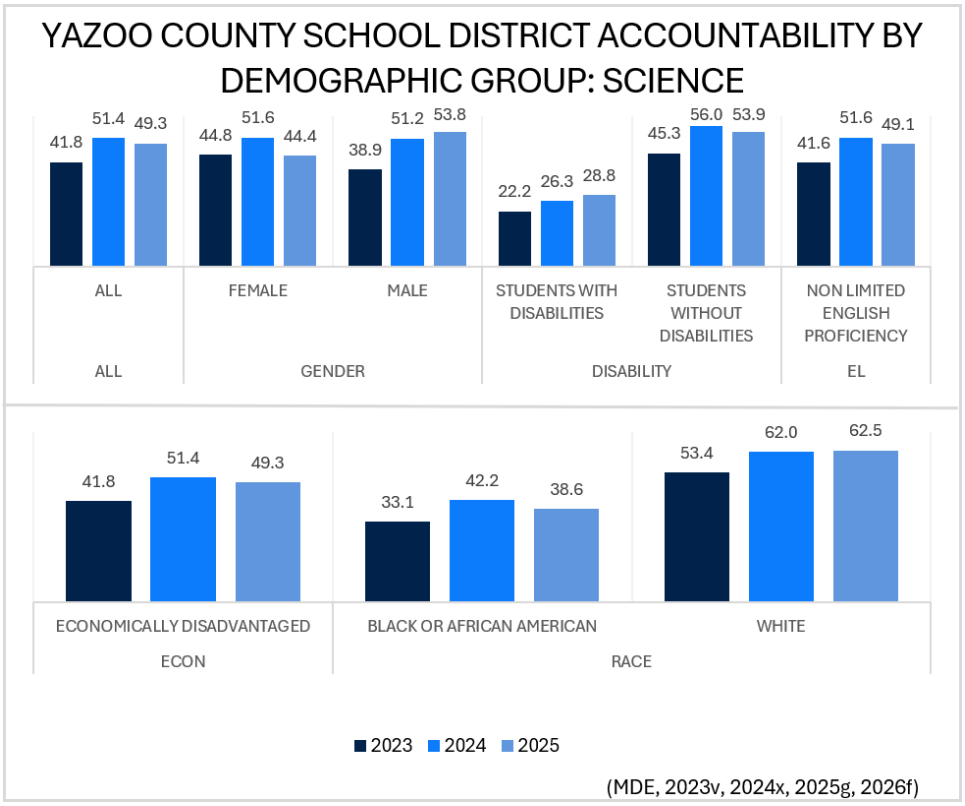


Figure 22: District Accountability by Demographic Group: Science

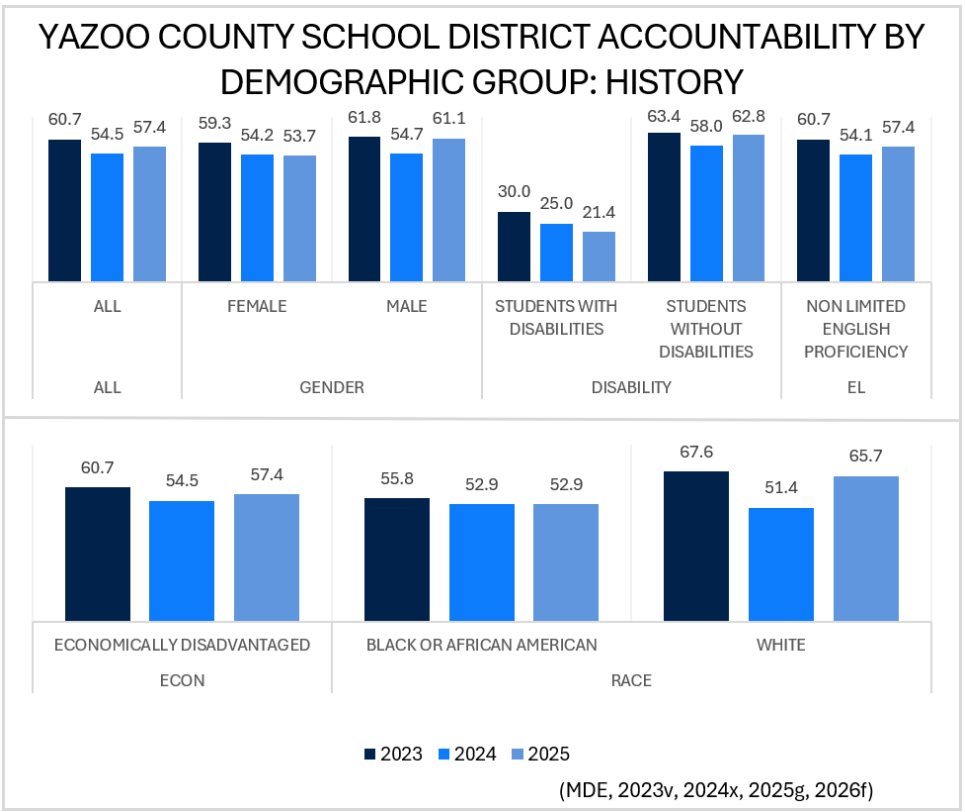


Figure 23: District Accountability by Demographic Group: History

GRADUATION RATE BY DEMOGRAPHIC GROUP

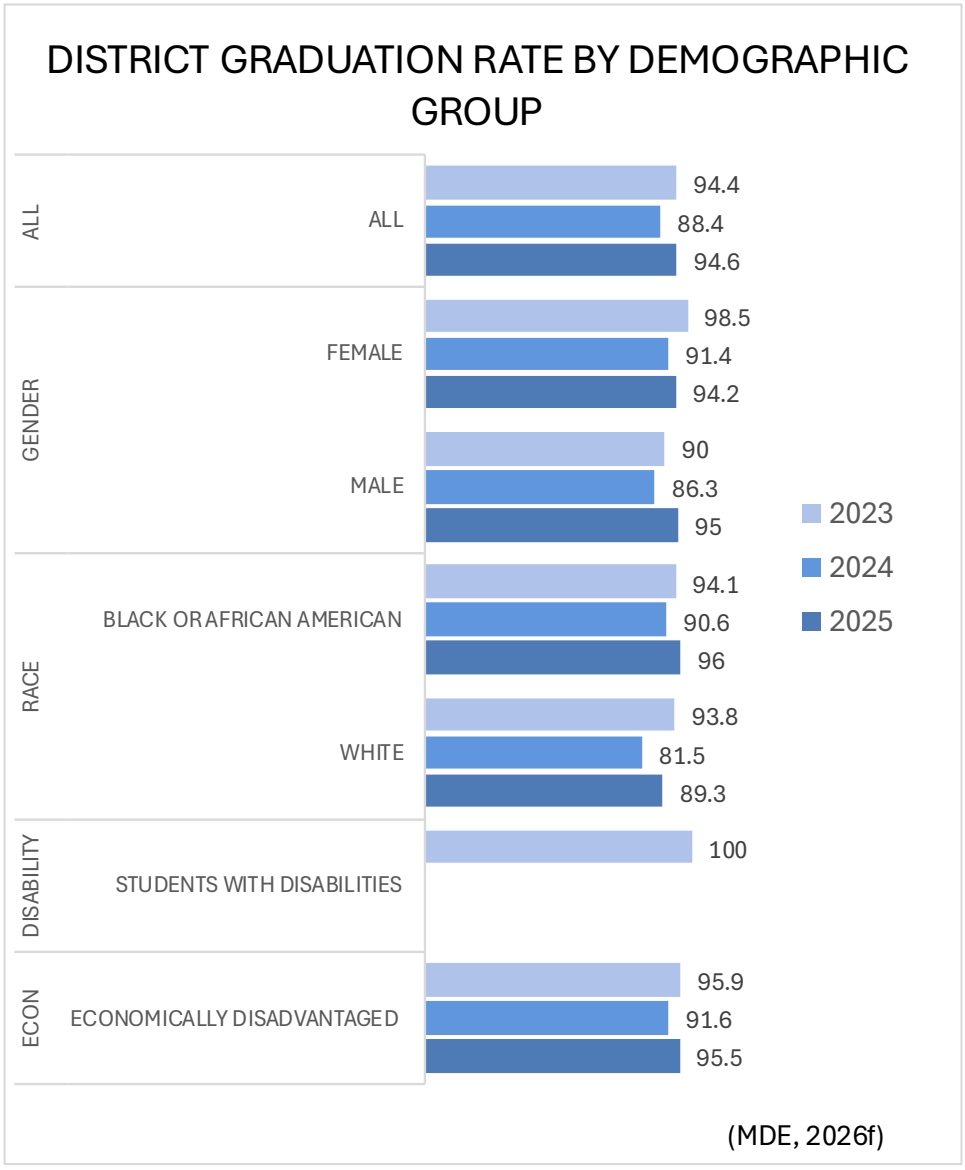


Figure 24: District Graduation Rate by Demographic Group



ACCOUNTABILITY TRENDS

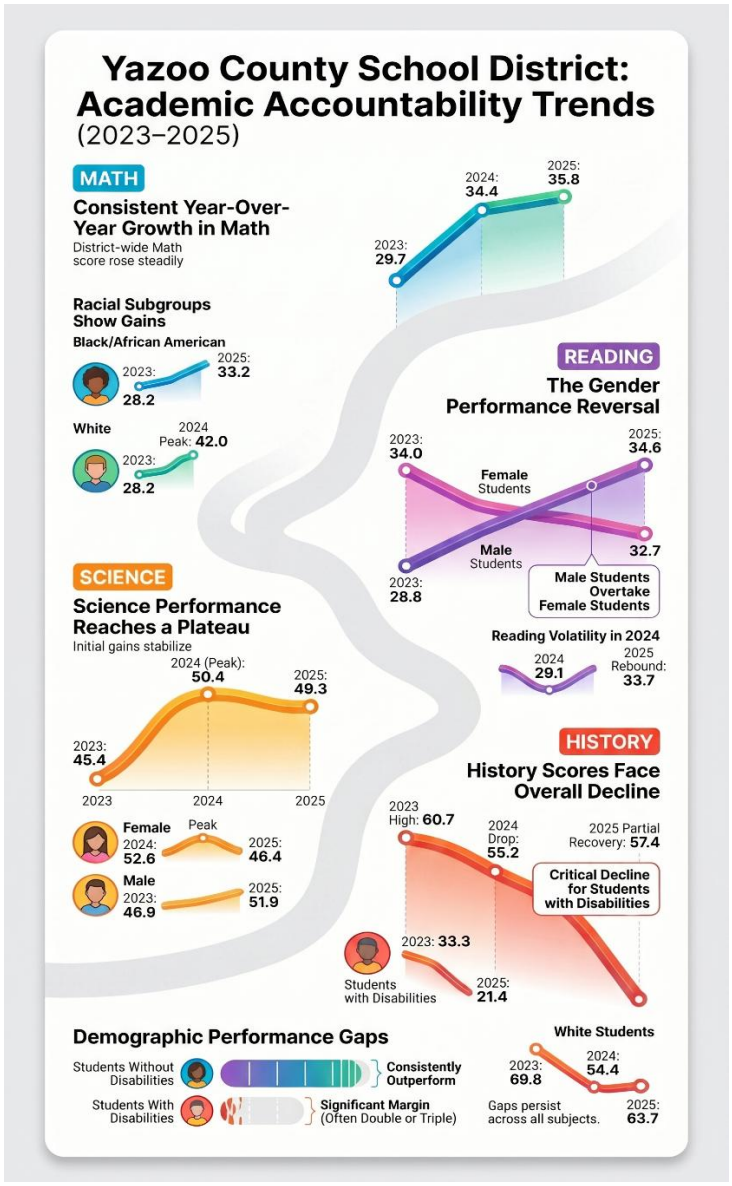






Figure 25: District Accountability Trends

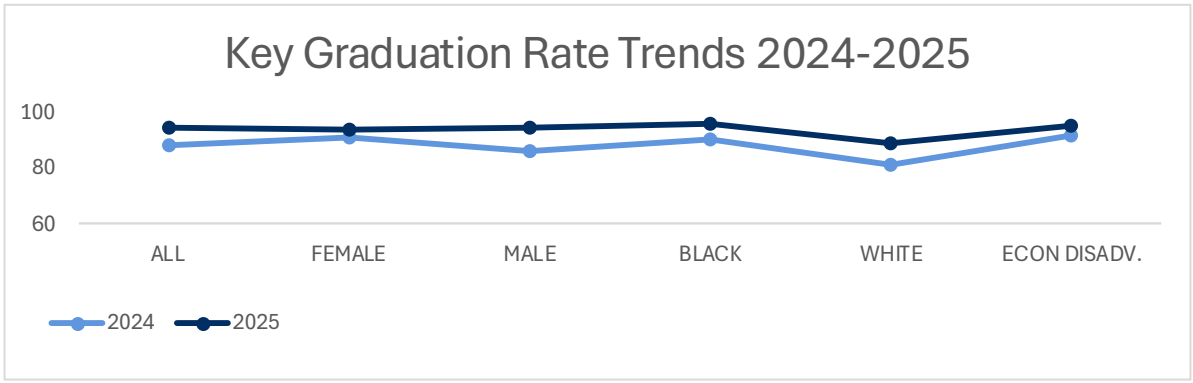


Figure 26: District Graduation Rate Trends 2024 to 2025

PROFICIENCY GAP-TO-GOAL

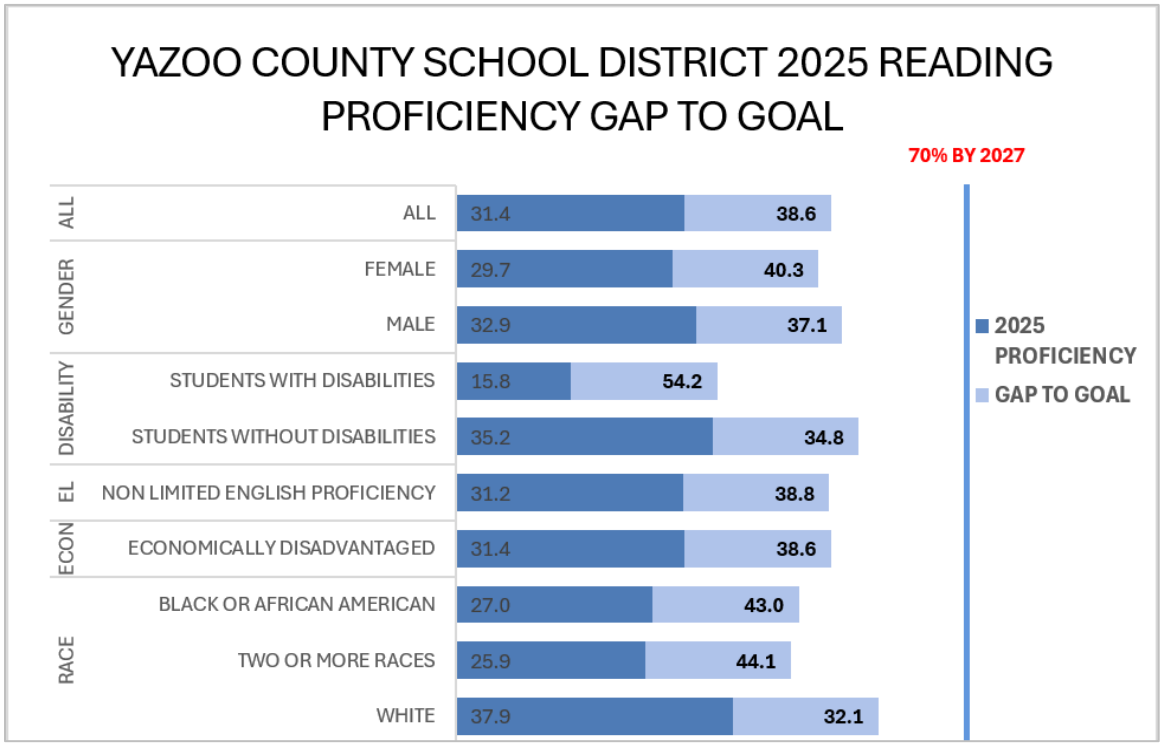


Figure 27: District 2025 Reading Proficiency Gap to Goal

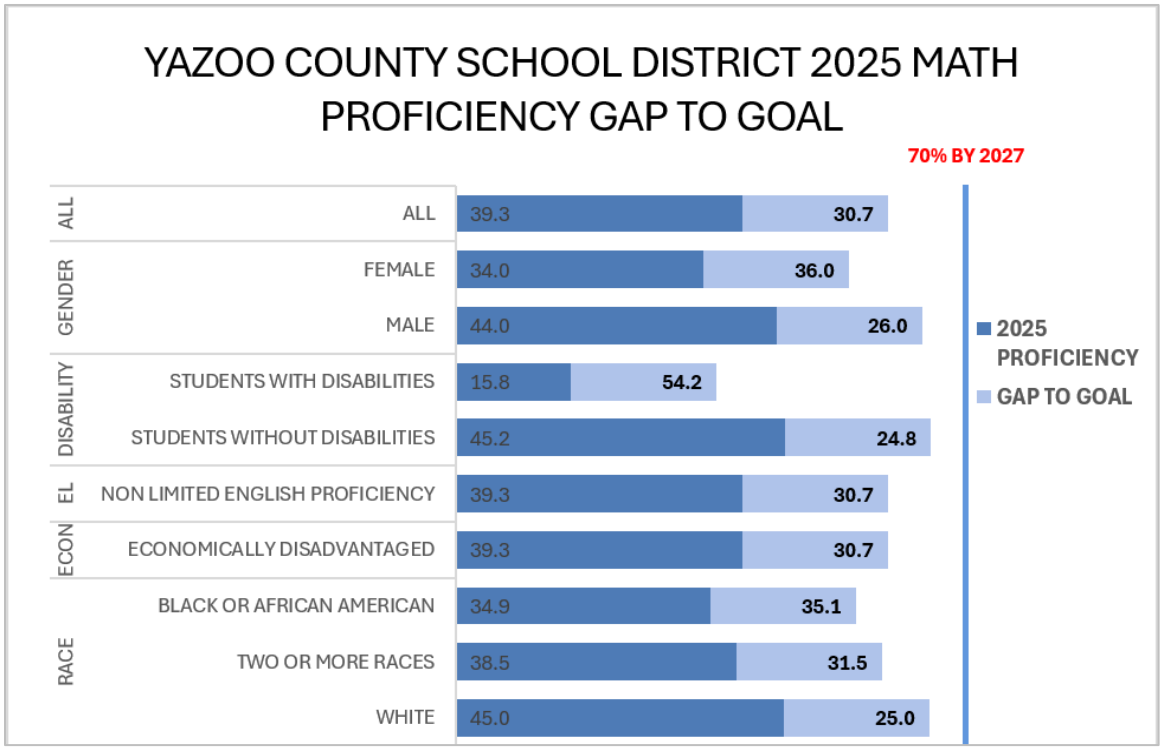


Figure 28: District 2025 Math Proficiency Gap to Goal

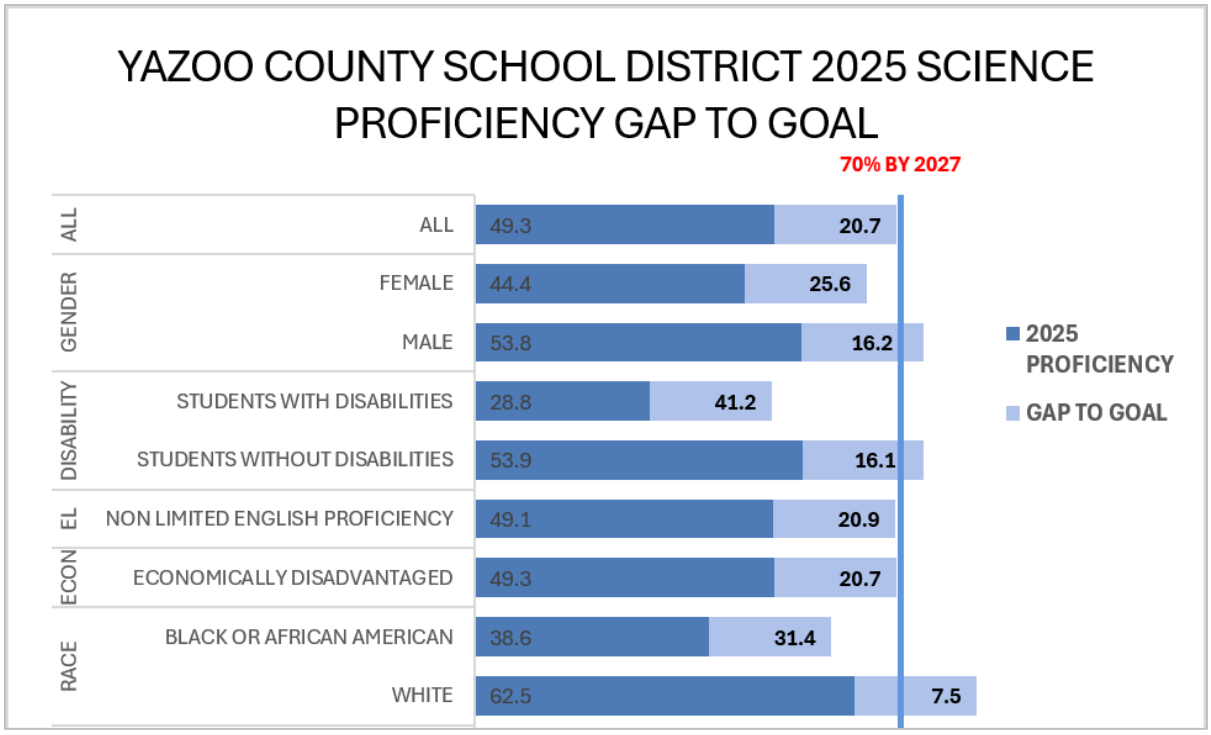


Figure 29: District 2025 Science Proficiency Gap to Goal

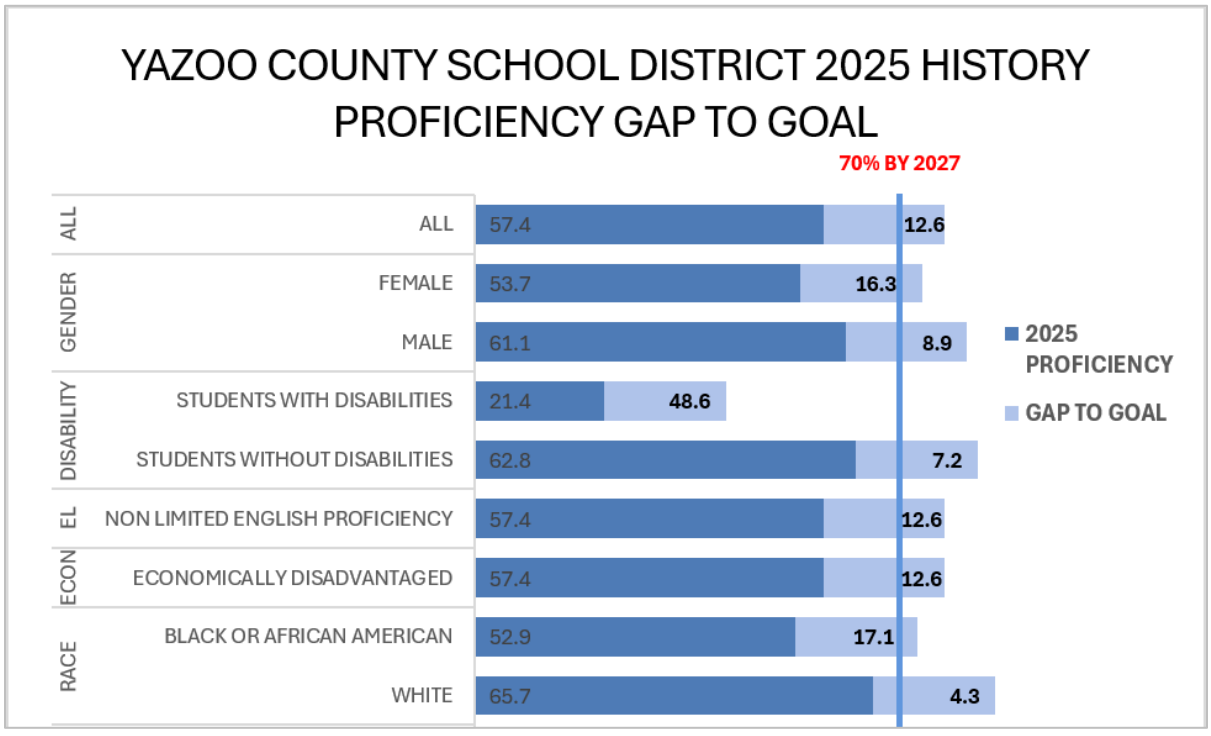


Figure 30: District 2025 History Proficiency Gap to Goal

ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		71.7	32.9%	93.9	49.7%	89.8	48.8%
GENDER	FEMALE	40.1	36.1%	55.9	61.4%	43.3	56.2%
	MALE	31.6	29.5%	38.0	38.8%	46.5	43.5%
RACE	BLACK OR AFRICAN AMERICAN	37.3	29.4%	55.3	46.1%	52.0	42.3%
	TWO OR MORE RACES	10.0	30.8%		50.8%	<10	
	WHITE	29.4	40.3%	28.7	57.4%	28.7	61.1%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	18.9%		24.7%	<10	27.8%
	STUDENTS WITHOUT DISABILITIES	66.6	34.9%	89.7	52.2%	84.8	51.1%
EL	NON LIMITED ENGLISH PROFICIENCY	71.7	33.5%	92.9	49.4%	89.8	48.8%

Figure 31: District Advanced Course Enrollment



ENROLLED IN POST-SECONDARY COURSES			
	2022	2023	2024
ALL			
ALL	66.1	56.1	44.3
GENDER			
FEMALE	77.8	54.0	53.1
MALE	55.2	58.3	33.3
RACE			
BLACK OR AFRICAN AMERICAN	71.9	59.0	56.1
TWO OR MORE RACES	5.0		<5%
WHITE	59.1	54.8	25.6
DISABILITY			
STUDENTS WITH DISABILITIES	5.0	38.5	<5%
ECON			
ECONOMICALLY DISADVANTAGED	66.1	56.1	44.7
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)			

Figure 32: District Post-Secondary Enrollment

SCHOOL IMPROVEMENT DESIGNATIONS

Bentonia Gibbs School was reidentified in 2026 as a **Targeted Support and Improvement (TSI)** school due to the performance of **students with disabilities** in reading/language arts.

Yazoo County Middle School was reidentified in 2026 as a **Targeted Support and Improvement (TSI)** school due to the performance of **students with disabilities** in both reading/language arts and mathematics. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

Mississippi identifies TSI schools based on the consistent underperformance of student groups:



- scores in the lowest 50 percent on the overall accountability index results;
- scores in the lowest quartile of average reading/language arts or mathematics gap-to-goal (current percent proficient less the 70 percent long-term goal) for the most recent three years of accountability calculations;
- scores in the lowest quartile of improvement toward reading/ language arts or mathematics gap-to-goal closure over three years.

Accountability Takeaways

In mathematics, overall accountability performance improved steadily from 30.7 points in 2023 to 38.4 points in 2024 and 39.3 points in 2025. **Growth was evident across multiple demographic groups**, including Black or African American students, whose math performance increased from 24.5 to 34.9 points during the same period. **Reading performance has remained relatively stable**, ending at 31.4 points in 2025, though subgroup results varied considerably.

Science achievement showed significant improvement between 2023 and 2024 before leveling slightly in 2025. Overall science performance increased from 41.8 points in 2023 to 51.4 points in 2024 before settling at 49.3 points in 2025. **History remained the district's strongest academic area,** posting a 57.4-point performance level in 2025. Male students outperformed female students in both science and history, while White students consistently posted the highest proficiency levels across most content areas. In history, White students reached 65.7 points in 2025 compared to 52.9 points for Black or African American students.

Graduation outcomes represent a significant strength. The district's four-year graduation rate improved from 88.4% in 2024 to 94.6% in 2025. Graduation rates reached 96.0% for Black or African American students, 95.5% for economically disadvantaged students, and 95.0% for male students.

Despite these gains, substantial achievement gaps remain. Students without disabilities consistently outperformed students with disabilities in every academic area. In 2025, reading proficiency for students with disabilities was 15.8% compared to 35.2% for

students without disabilities, while math proficiency stood at 15.8% versus 45.2%. Similar disparities appeared in science and history.

Overall, the district demonstrates **positive momentum** through improved math performance, strong graduation rates, and stable academic outcomes, while continued attention to subgroup achievement will be essential for sustaining progress and advancing overall accountability performance.

ASSESSMENT

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

JUNIOR ACT

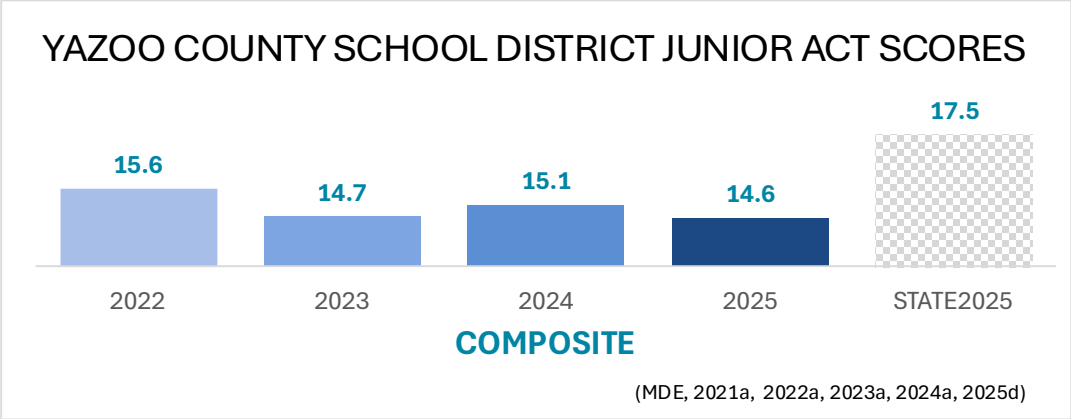


Figure 33: District Junior ACT: Composite

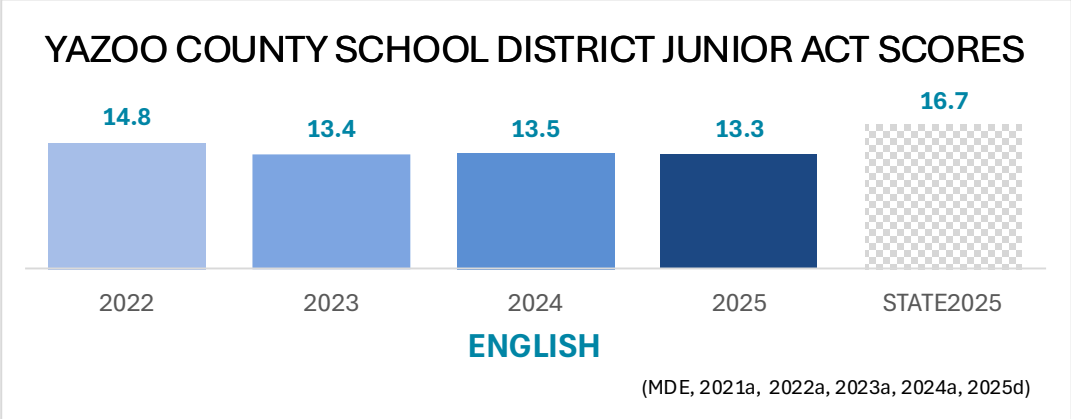


Figure 34: District Junior ACT: English

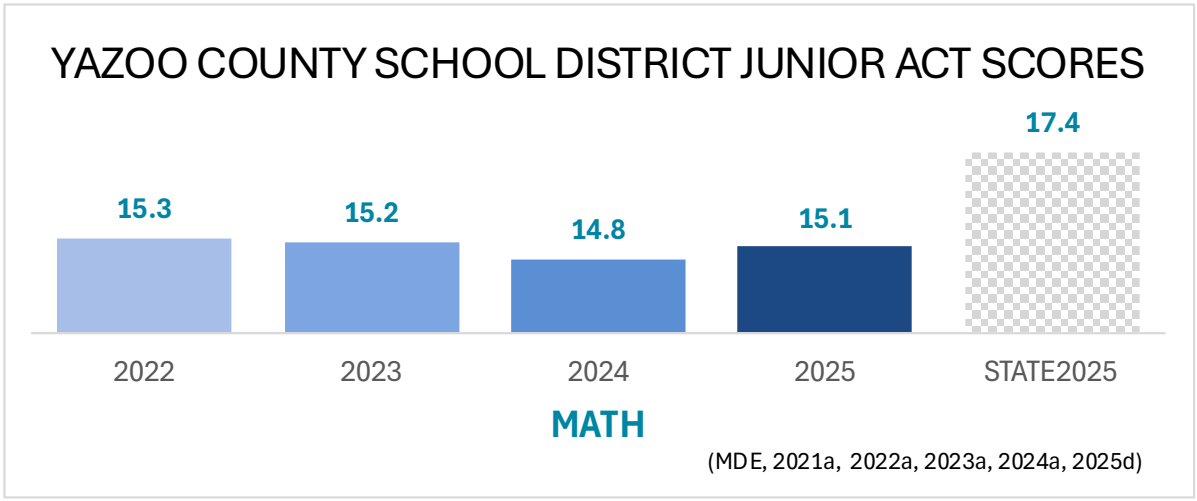


Figure 35: District Junior ACT: Math

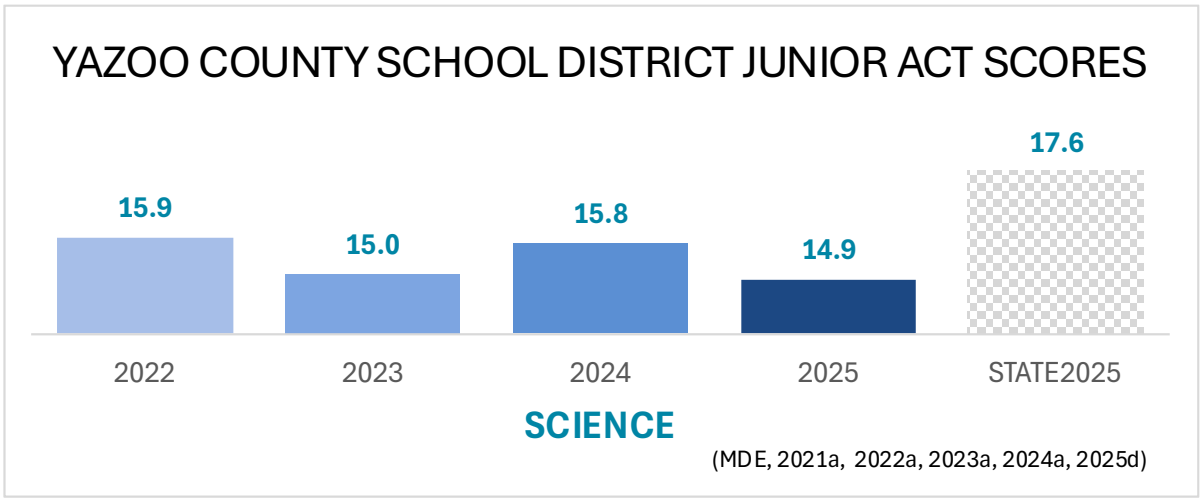


Figure 36: District Junior ACT: Science

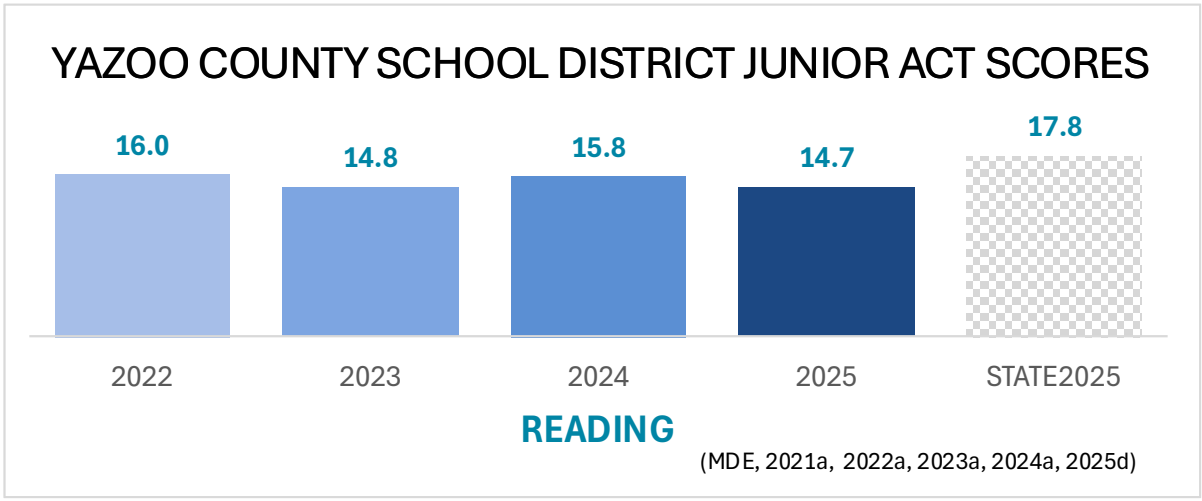


Figure 37: District Junior ACT: Reading

KINDERGARTEN READINESS ASSESSMENT

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

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

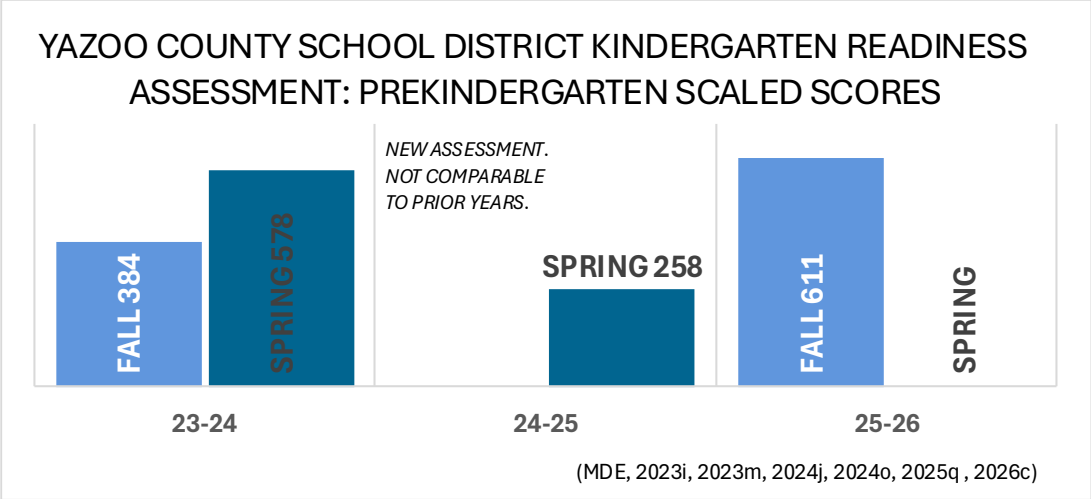


Figure 38: District Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

Prekindergarten scores for Fall of 2024 were not reported by MDE.

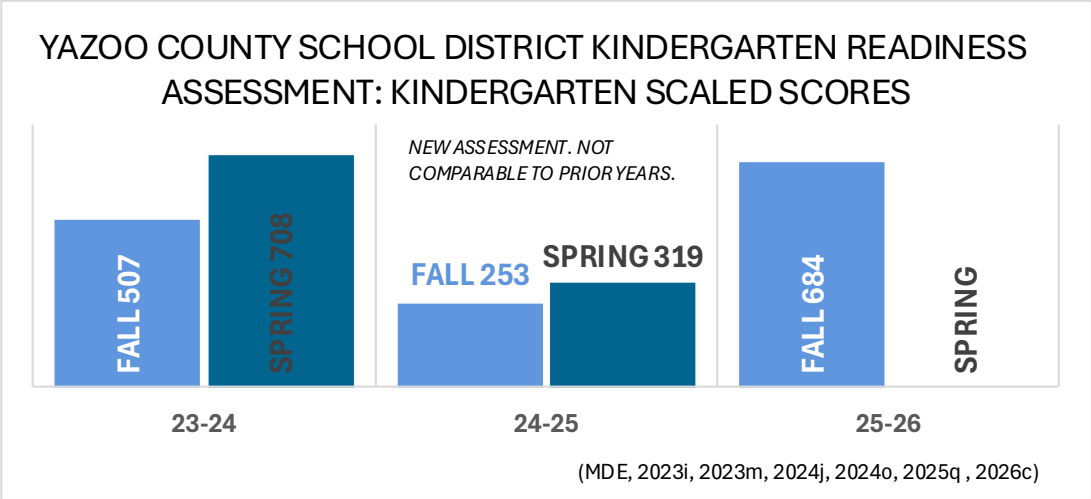


Figure 39: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

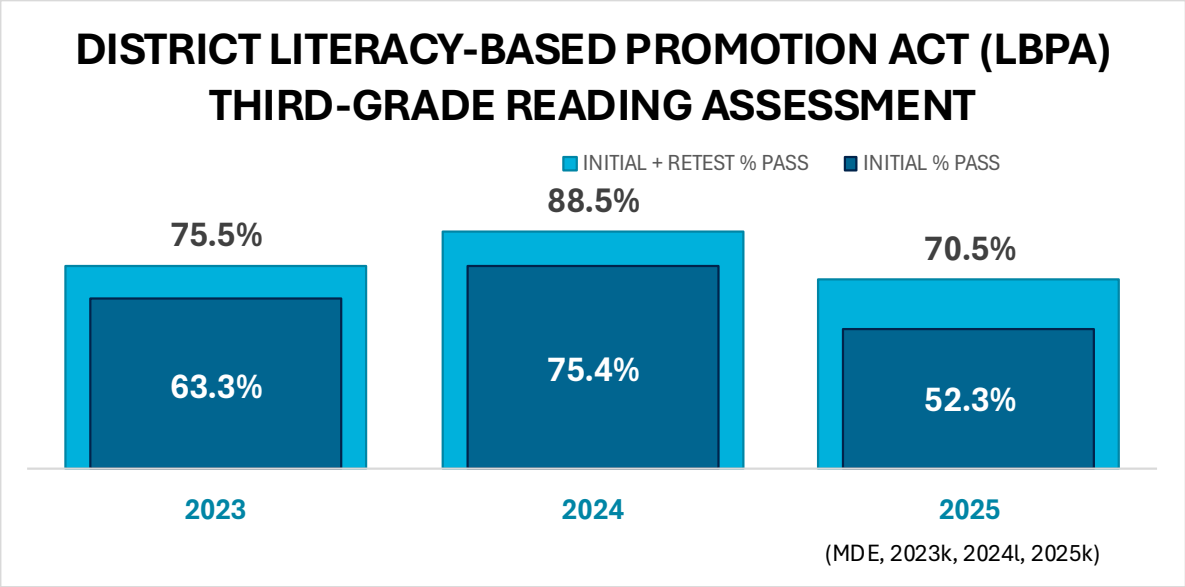


Figure 40: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

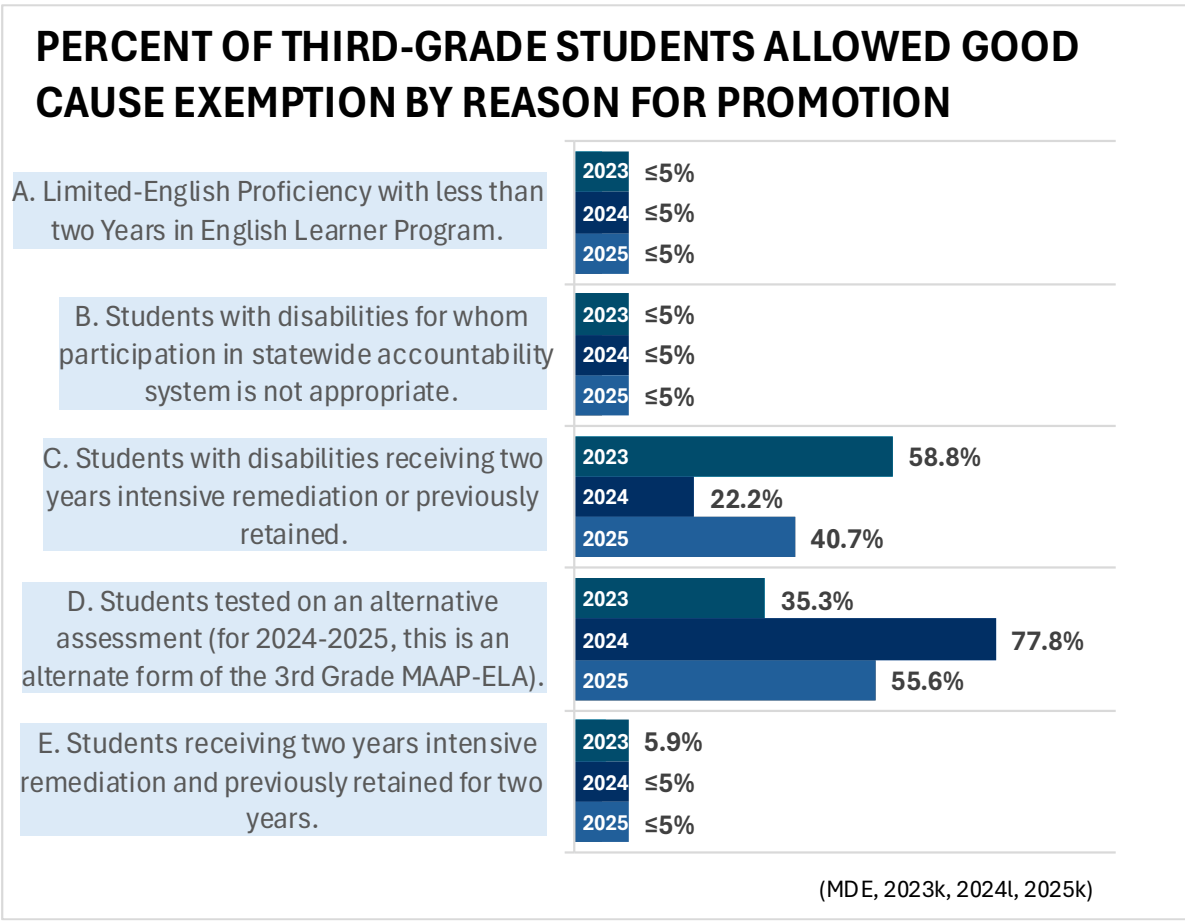


Figure 41: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion

AN EXPLANATION OF THE LBPA INCLUDING RECENT UPDATES

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

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

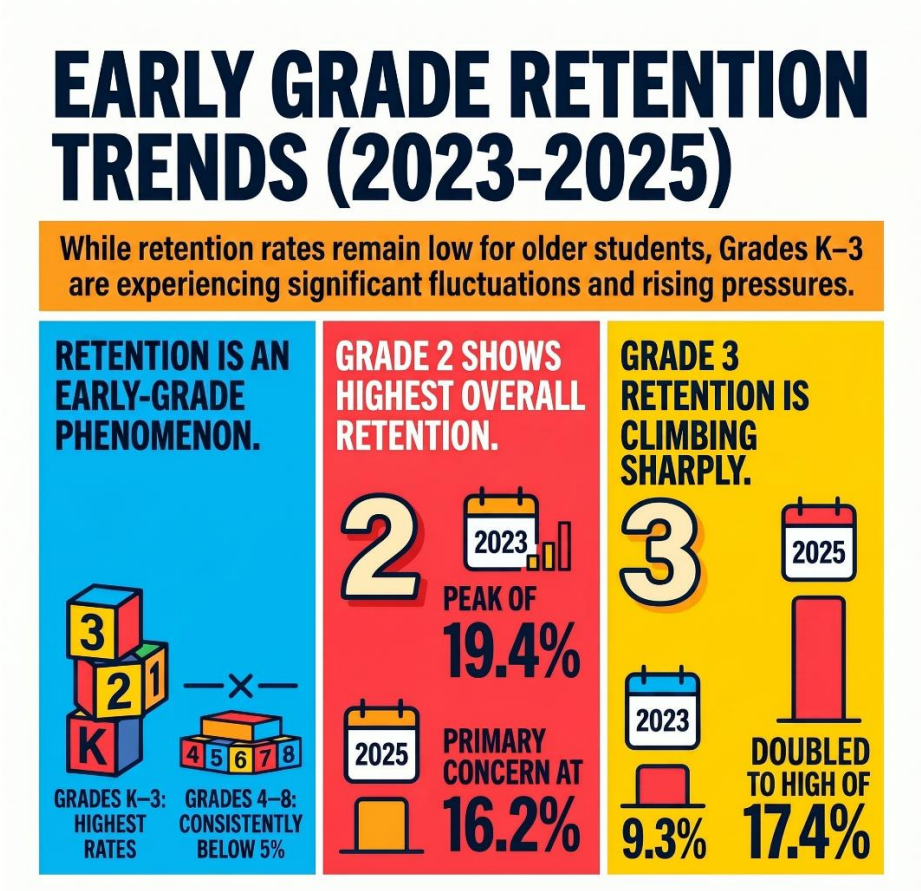


Figure 42: District K-8 Retention Trends (2023-2025)

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

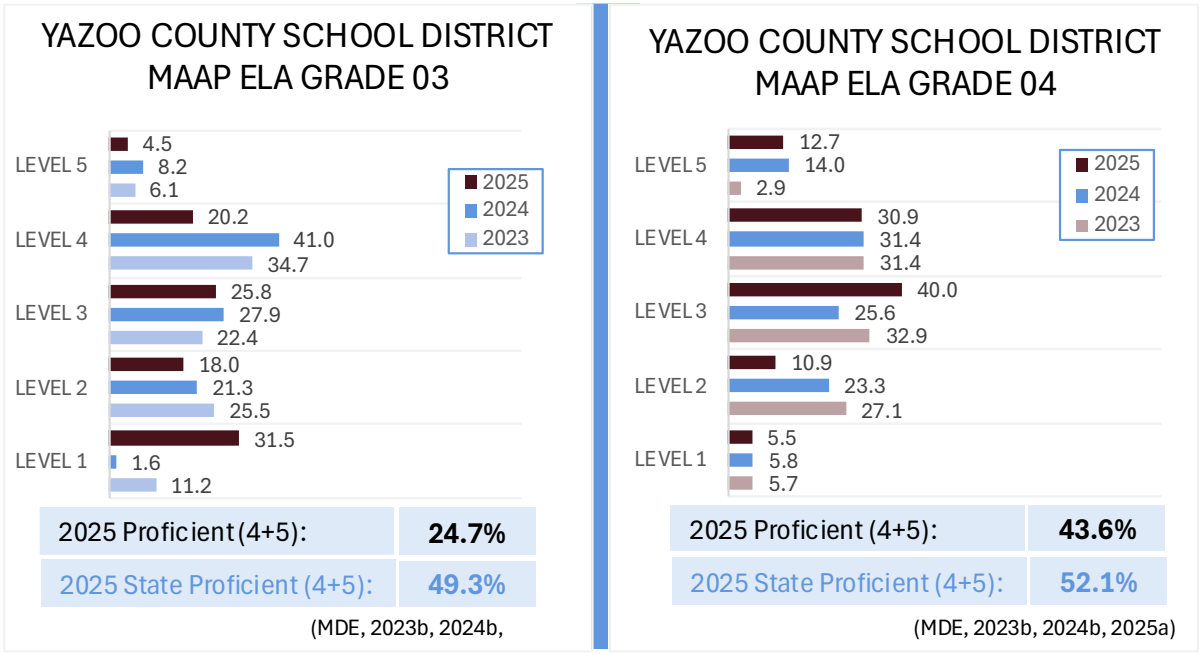


Figure 43: District MAAP ELA Grades 3 and 4

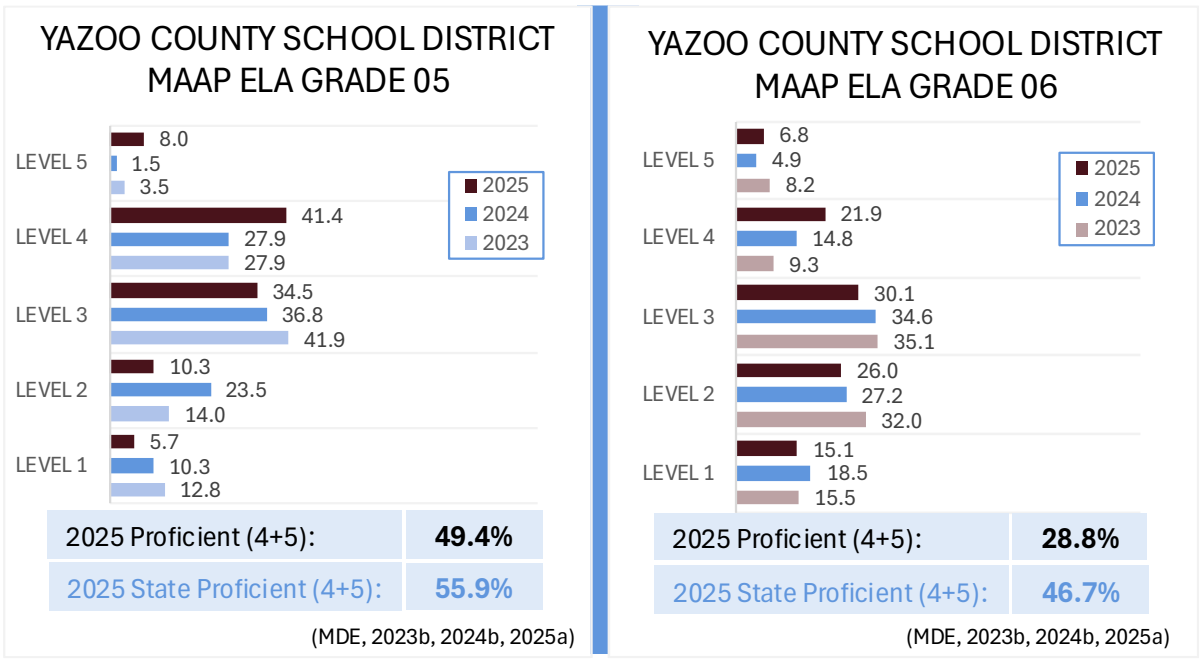
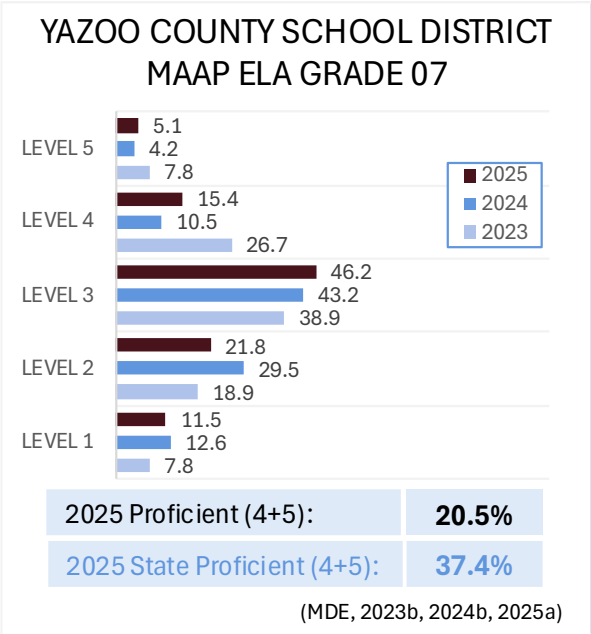


Figure 44: District MAAP ELA Grades 5 and 6



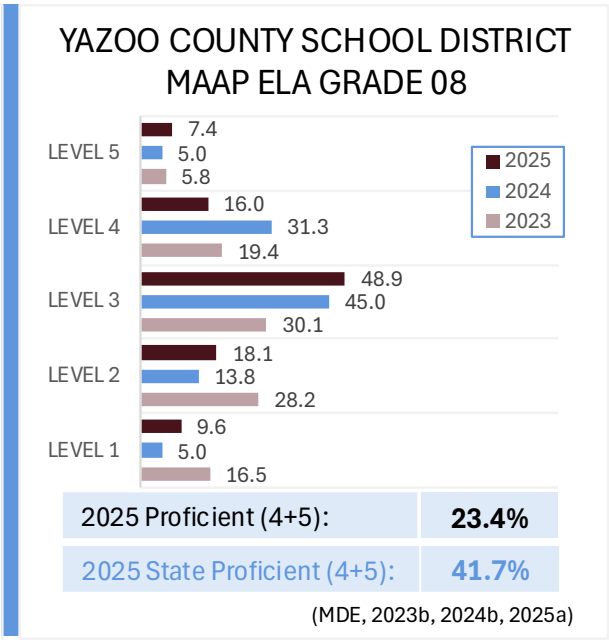


Figure 45: District MAAP ELA Grades 7 and 8

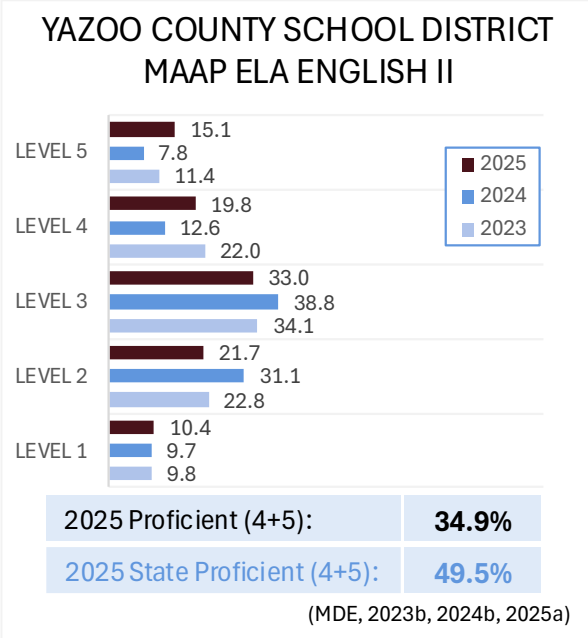
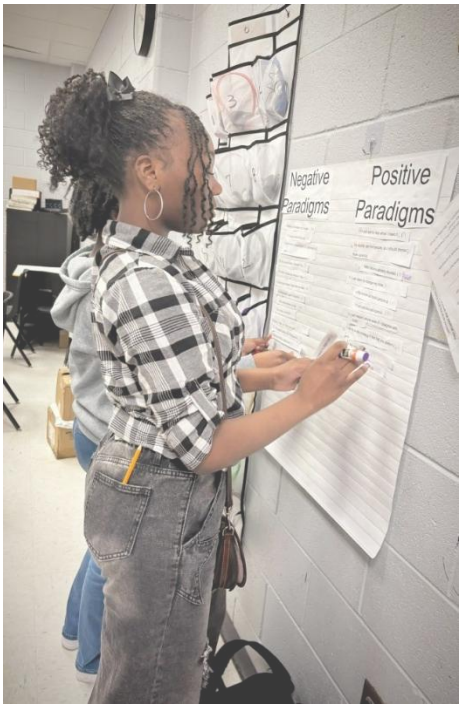


Figure 46: District MAAP ELA English II



MAAP MATH

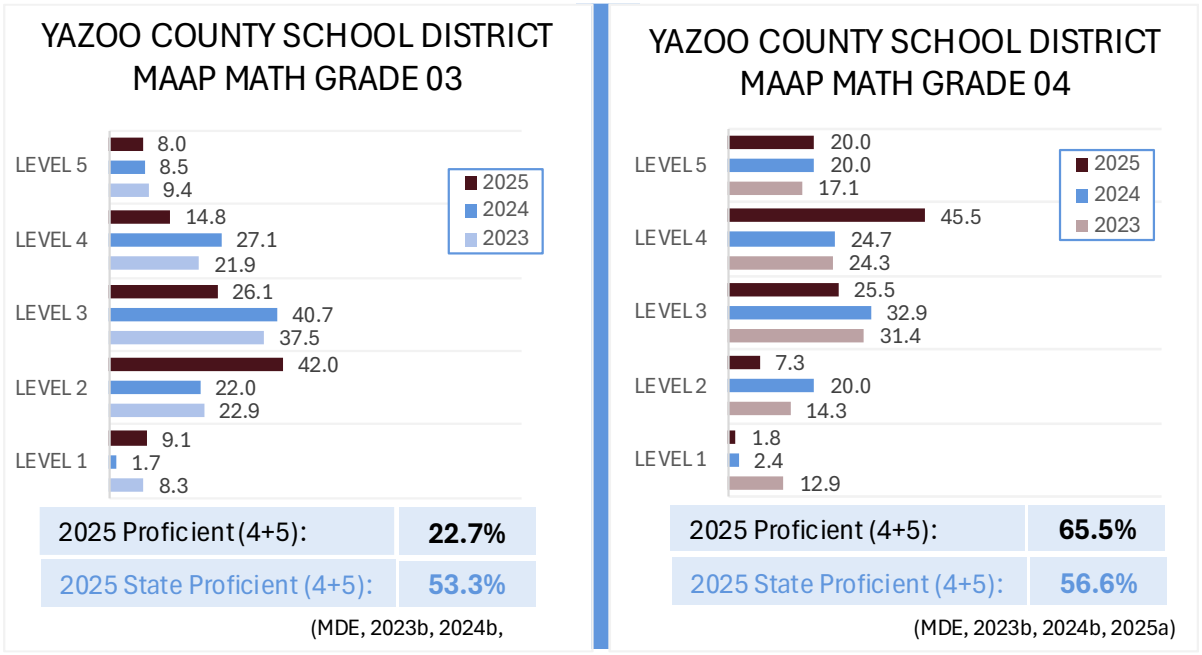


Figure 47: District MAAP Math Grades 3 and 4

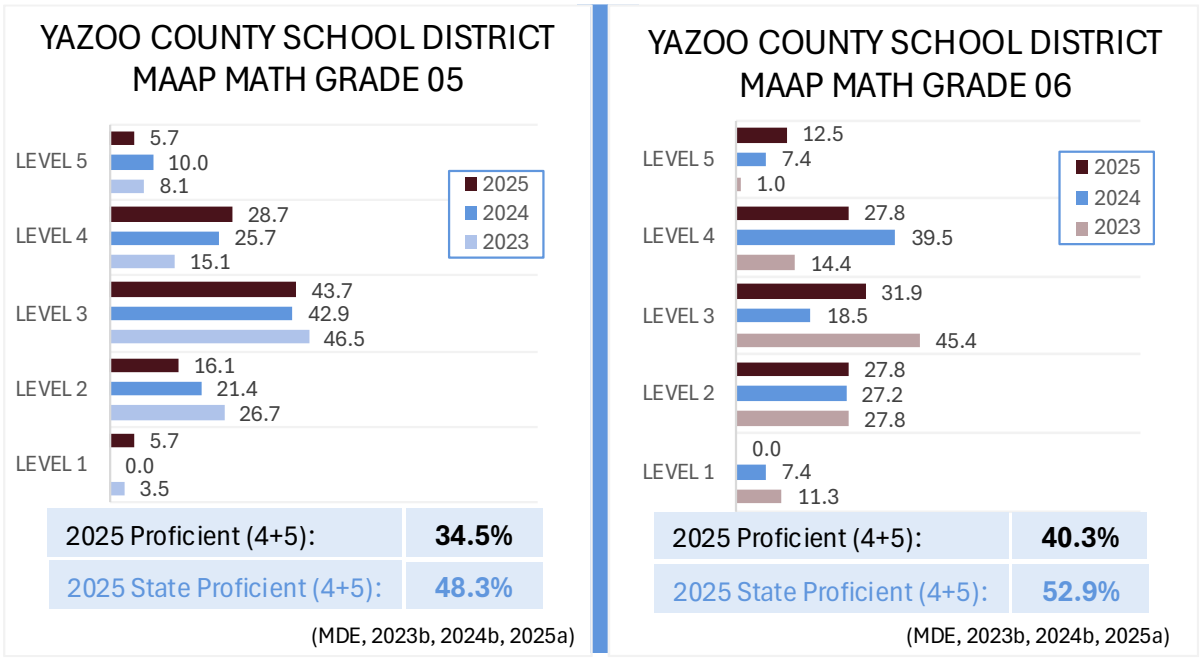
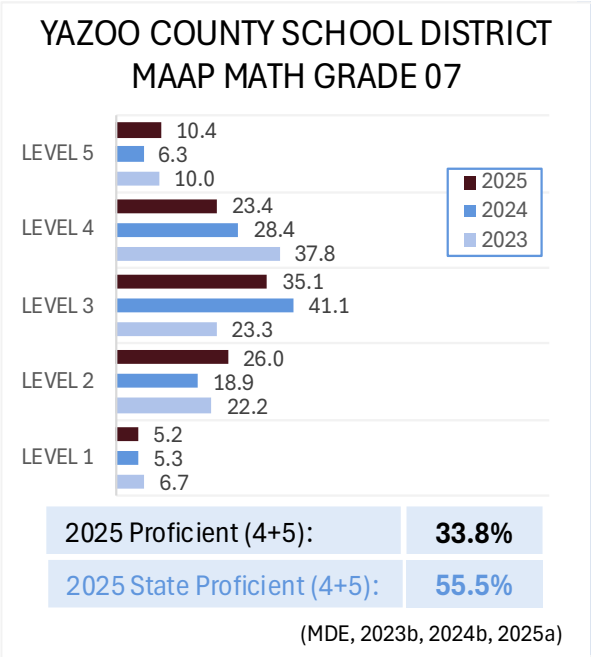


Figure 48: District MAAP Math Grades 5 and 6



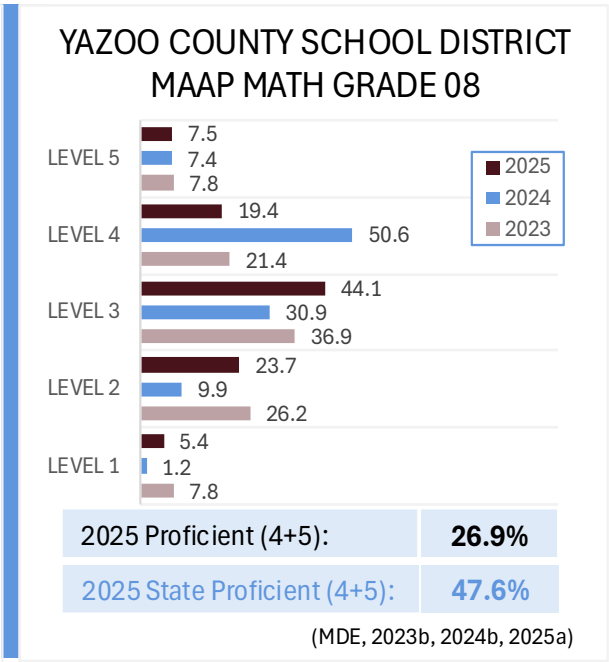


Figure 49: District MAAP Math Grades 7 and 8

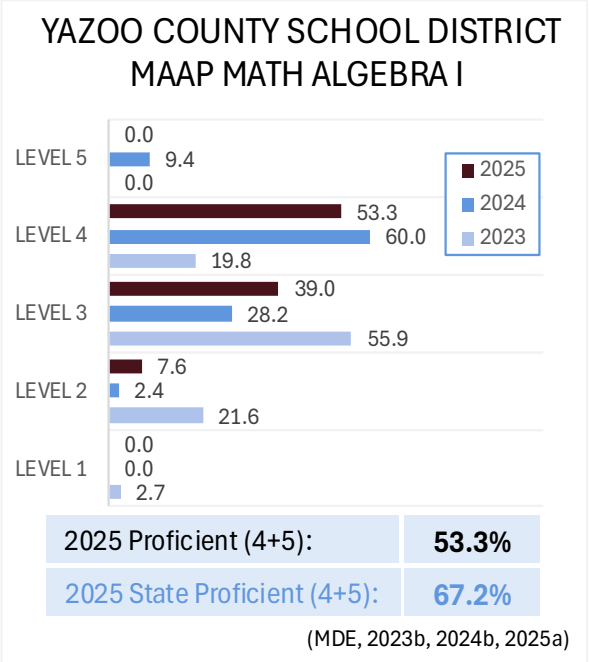
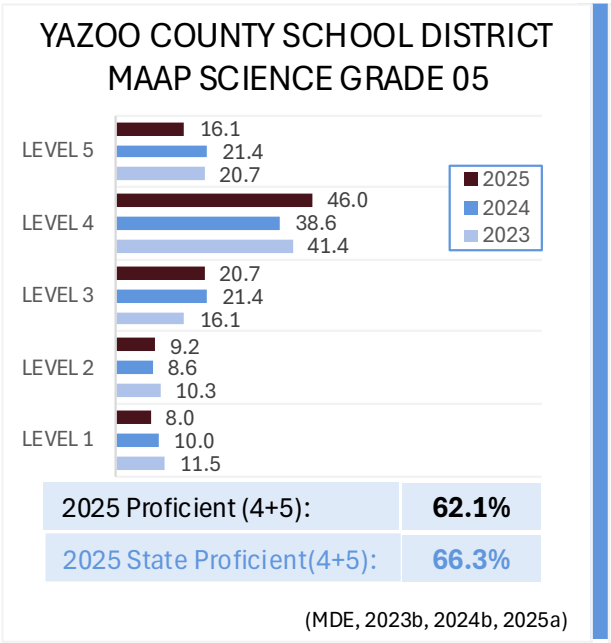


Figure 50: District MAAP Math Algebra I



MAAP SCIENCE



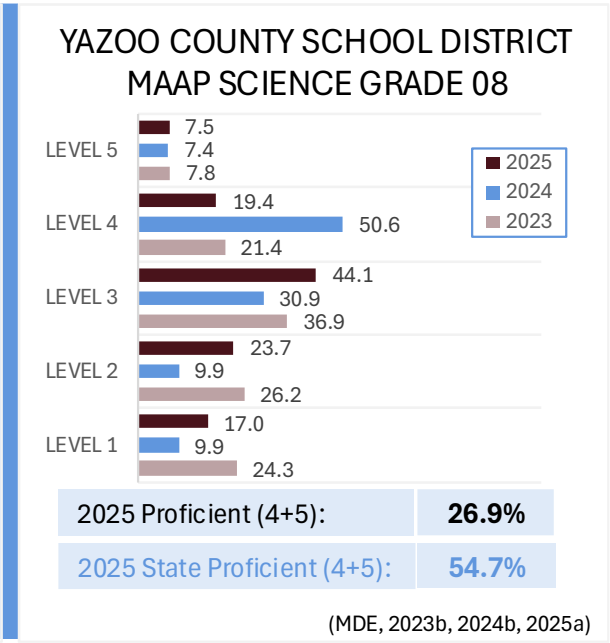
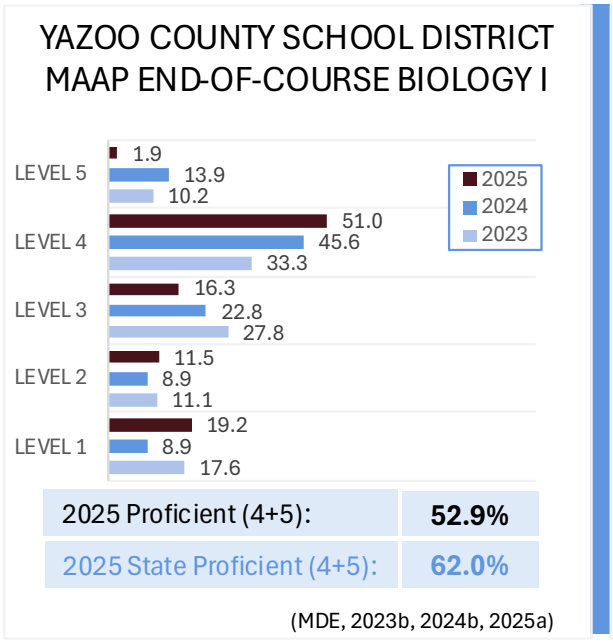


Figure 51: District MAAP-SCI Grades 5 and 8

MAAP END-OF-COURSE



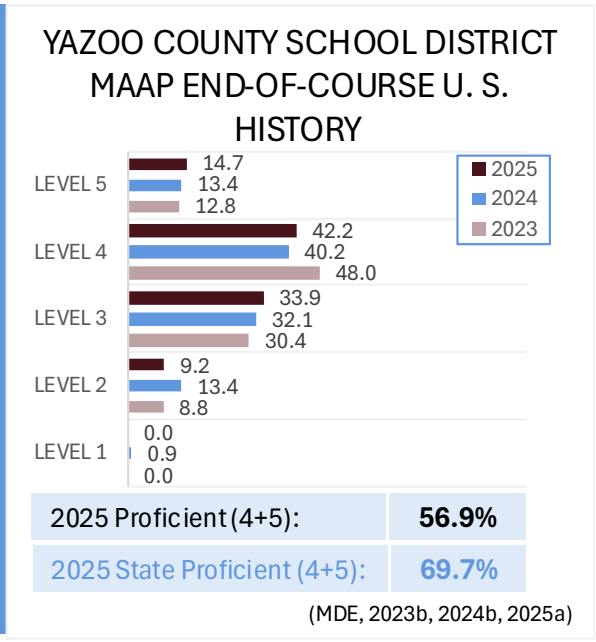


Figure 52: District MAAP-EOC Biology I and U. S. History

MAAP PROFICIENCY

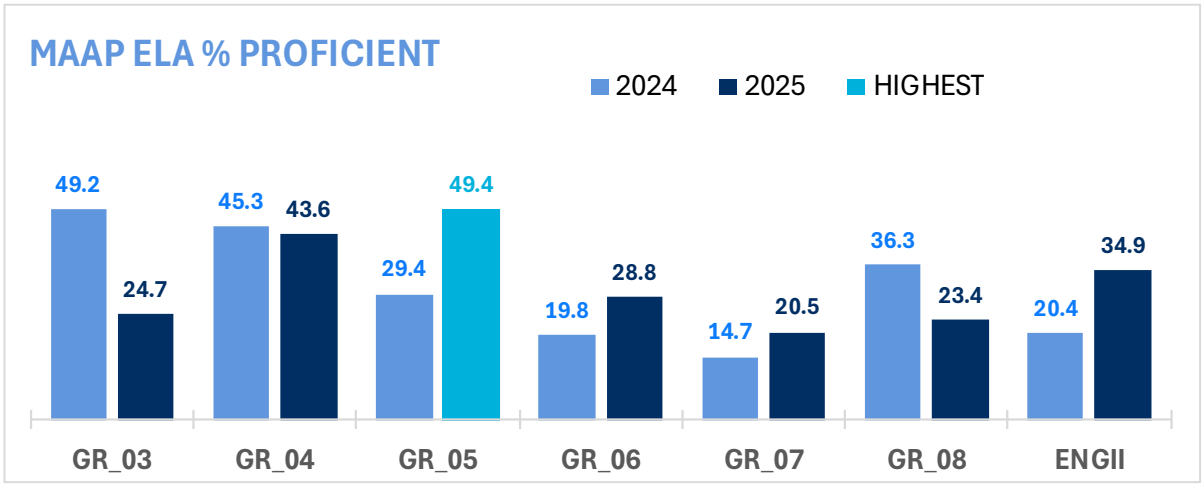


Figure 53: District MAAP ELA % Proficiency

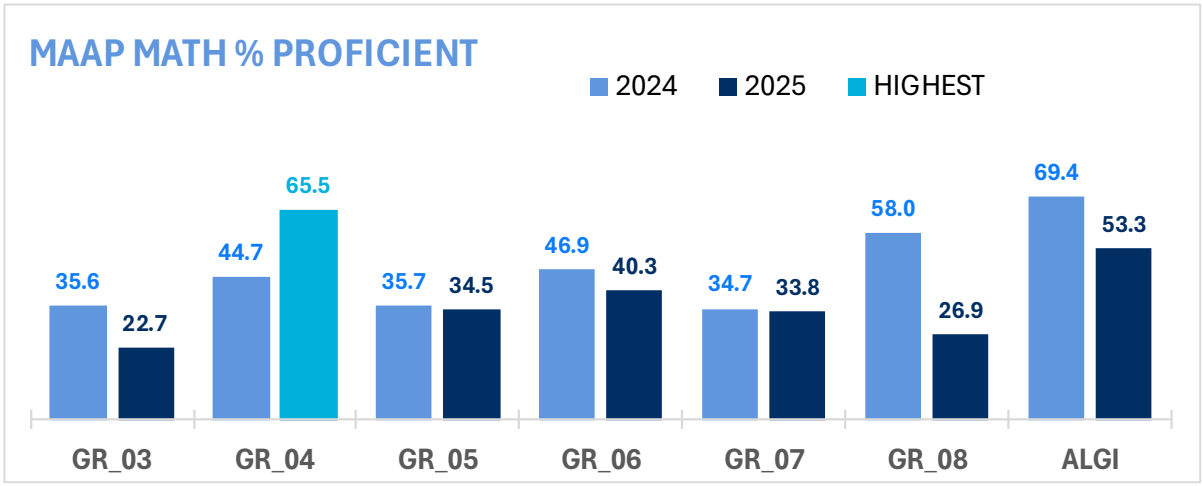


Figure 54: District MAAP Math % Proficiency

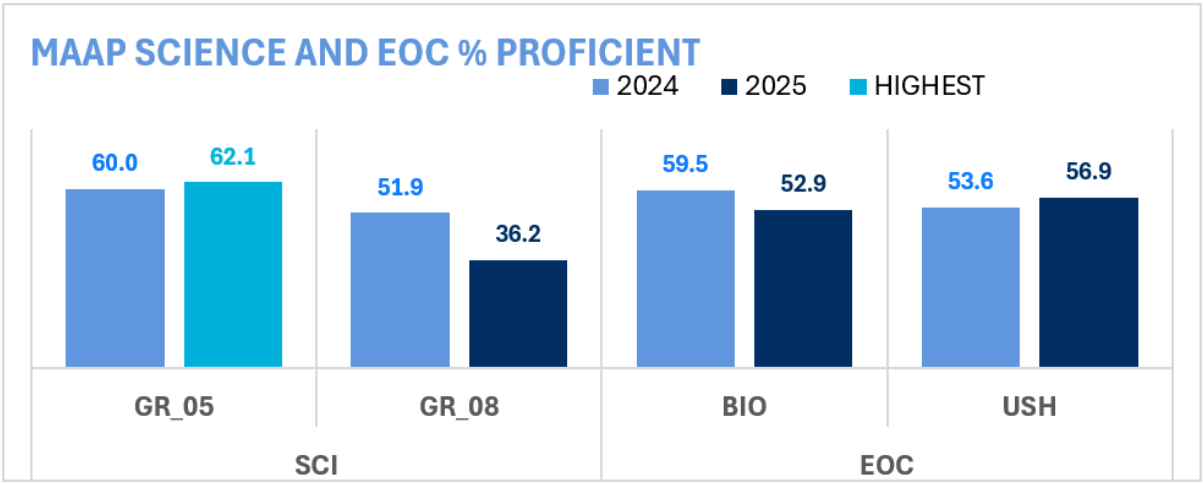


Figure 55: District MAAP Science and End-of-Course Proficiency

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025

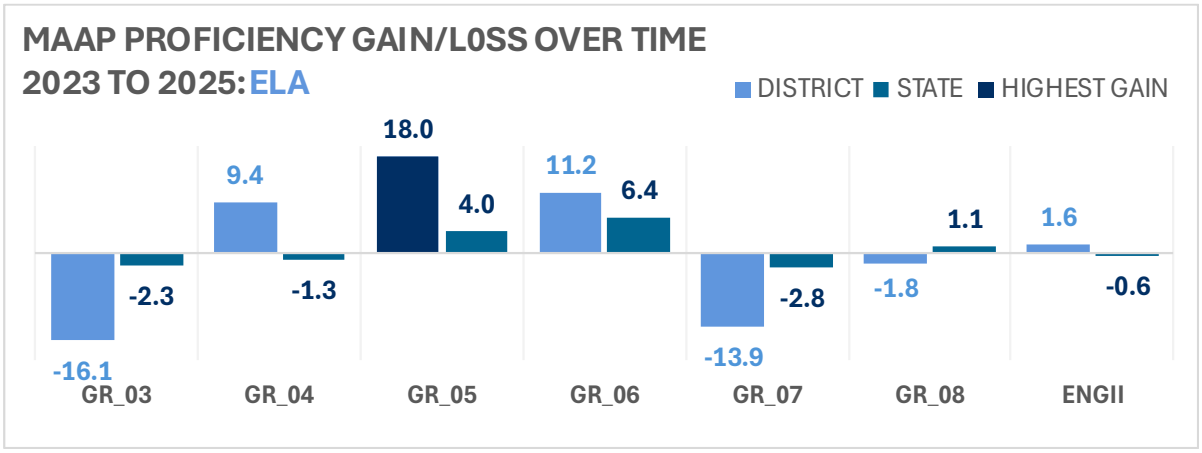


Figure 56: District MAAP Proficiency Gain/Loss Over Time: ELA

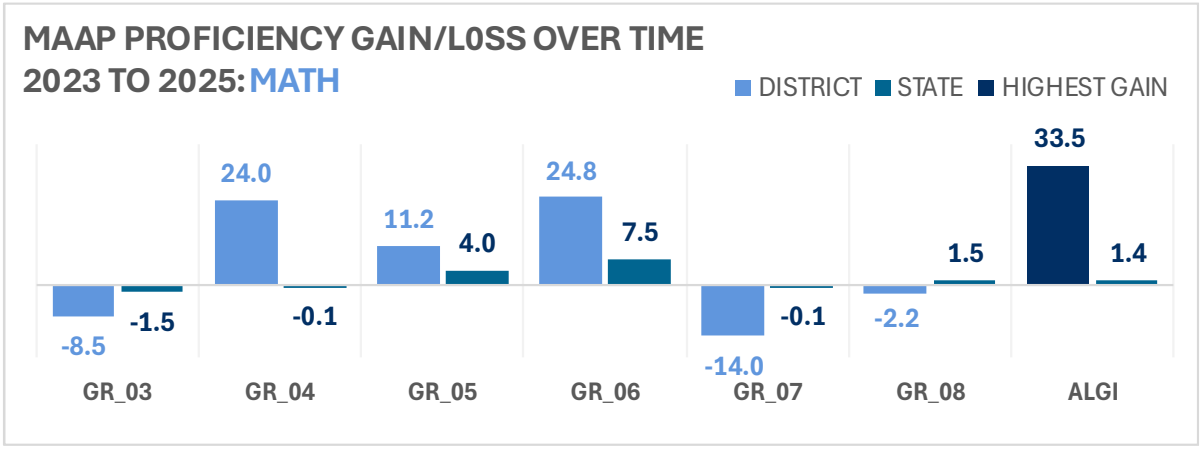


Figure 57: District MAAP Proficiency Gain/Loss Over Time: Math

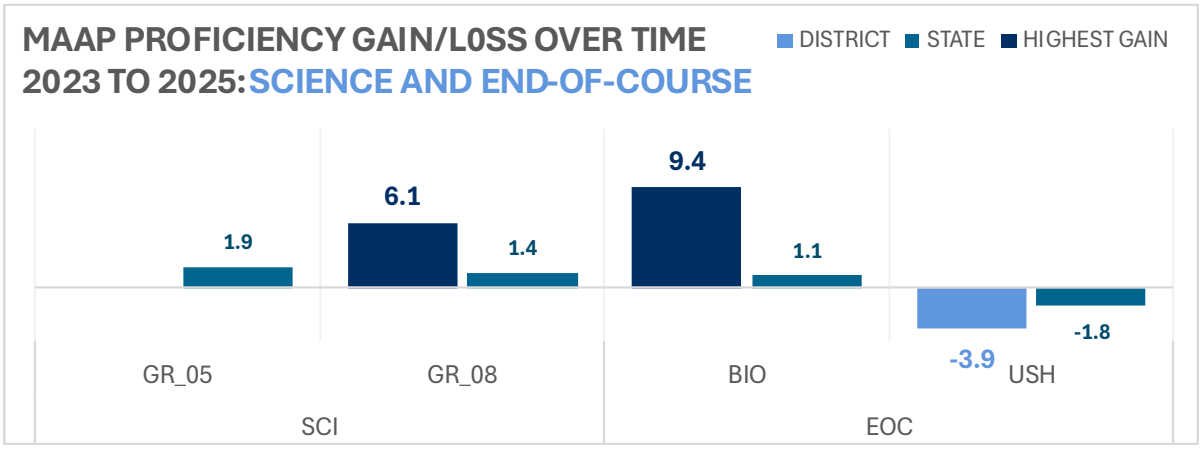


Figure 58: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course

ASSESSMENT TAKEAWAYS

Assessment results across Yazoo County School District reveal a system showing pockets of academic growth, particularly in upper-level coursework and selected grade levels, while also highlighting ongoing challenges in achieving consistent proficiency across all grades and subjects. **The strongest performance continues to emerge in advanced high school courses**. In 2025, Algebra I proficiency reached 53.3%, with more than half of students scoring at proficiency levels 4 or 5. U.S. History proficiency also improved to 56.9%, up from 53.6% the previous year, demonstrating success in key secondary content areas. Biology proficiency remained relatively stable at 52.9%, although it declined from 59.5% in 2024.

Elementary literacy results were mixed. **Fourth-grade ELA proficiency remained a bright spot**, posting 43.6% proficiency in 2025, only slightly below the previous year's 45.3%. **Sixth-grade ELA improved significantly** from 19.8% proficiency in 2024 to 28.8% in 2025, while seventh-grade ELA increased from 14.7% to 20.5%. However, **third-grade reading proficiency declined sharply** from 49.2% in 2024 to 24.7% in 2025, representing one of the district's most significant academic setbacks. Fifth-grade ELA proficiency rose to nearly 50%, and eighth-grade ELA proficiency decreased from 36.3% to 23.4%.

Mathematics results followed a similar pattern. **Fourth-grade math remained the district's strongest elementary or middle-grade math area** at 65.5% proficiency, rising from 44.7% in 2024. Sixth-grade math posted a respectable 40.3% proficiency rate, while seventh-grade math remained relatively stable at 33.8%. **Eighth-grade math experienced a substantial decline**, falling from 58.0% proficiency in 2024 to 26.9% in 2025. Third-grade math proficiency also dropped from 35.6% to 22.7%.

Science results were mixed but generally stronger than many ELA and math outcomes. Fifth-grade science proficiency reached 62.1% in 2025, while eighth-grade science measured 26.9% proficiency in 2025, down from 58% the prior year. **Retention data suggest that early literacy and numeracy challenges continue to affect student progression.** Grade 2 retention peaked at 19.4% in 2023 before improving to 16.2% in 2025, while Grade 3 retention nearly doubled from 9.3% in 2023 to 17.4% in 2025.

The assessment data indicates encouraging success in several upper-grade and end-of-course subjects, particularly Algebra I and U.S. History, while emphasizing the **need for stronger and more consistent achievement in elementary and middle school reading and mathematics** to build a stronger academic pipeline for future success.

FINANCE

REVENUE

LOCAL FUNDING

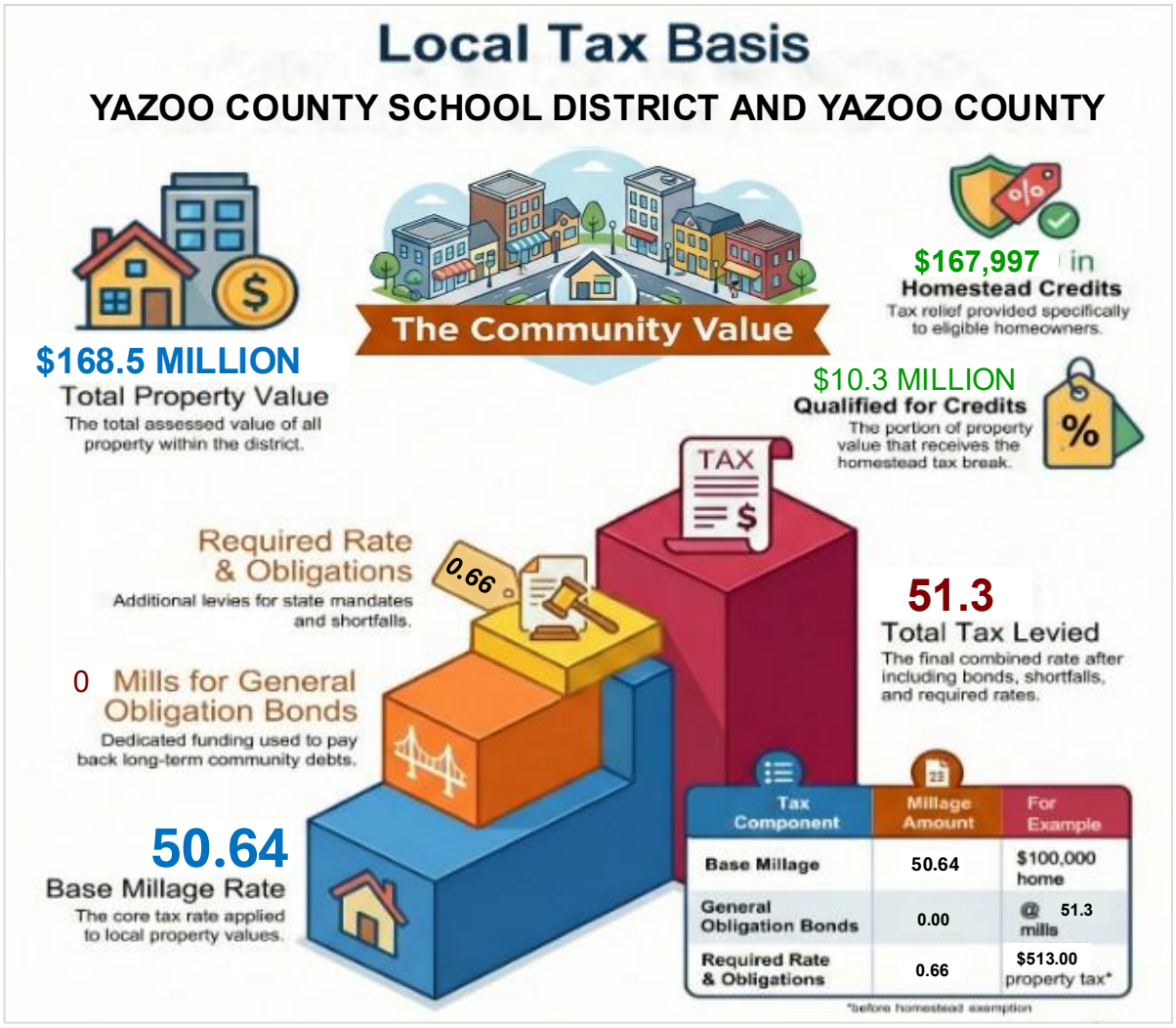


Figure 59: Local Tax Basis



STATE FUNDING

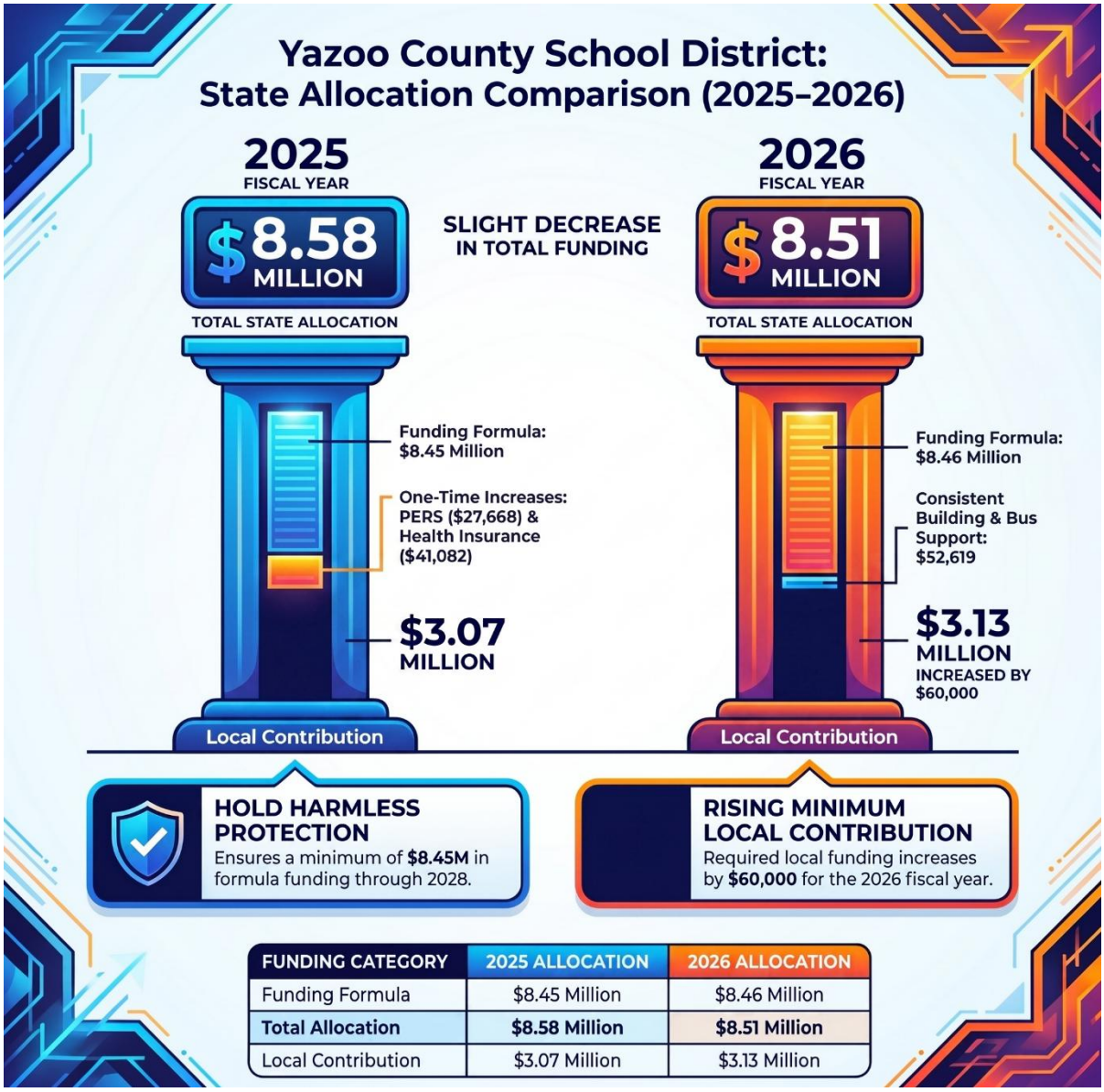


Figure 60: State Funding Outlook 2025-2026

THE **MISSISSIPPI STUDENT FUNDING FORMULA** (MSFF) IS A 2024-LEGISLATED, STUDENT-CENTERED FUNDING MODEL THAT REPLACES THE FORMER MISSISSIPPI ADEQUATE EDUCATION PROGRAM (MAEP).

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
AVERAGE NET MEMBERSHIP	Avg. enrolled Oct. & Nov.	100%	1223	1223
ECONOMICALLY DISADVANTAGED	National School Lunch Program, Head Start, Medicaid, SNAP.	30%	NA	NA
ENGLISH LANGUAGE LEARNERS	Identified on Home Language Survey	15%	9	1.35
TIER I SPECIAL EDUCATION	Speech and language impairment; developmental delay.	60%	149	89.4
TIER II SPECIAL EDUCATION	Autism, emotional disabilities, hearing, orthopedic, intellectual, or other health impairments.	110%	83	91.3
TIER III SPECIAL EDUCATION	Visual impairments, deaf-blindness, multiple disabilities, or traumatic brain injuries.	130%	9	11.7
GIFTED	Above the 91st percentile on an intelligence test. 5% of total student population.	5%	106	3.0575
CAREER AND TECHNICAL EDUCATION	Grades 9-12;	10%	123	12.3
CONCENTRATED POVERTY	Over 35% identified as low poverty.	10%	NA	NA
SPARSITY	Fewer than 8 students per mile. Applied after all other weights calculated.	0%-8%	NA	NA
				(MDE, 2025z)

Figure 61: Weighted Groups for MSFF Funding for 2025

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

FEDERAL FUNDING

DISTRICT TITLE PROGRAM ALLOCATIONS				
PROGRAM	**DESCRIPTION**	**2024**	**2025**	**2026**
Title I, Part A	Supplemental funding for high % low-income students	$944,348	$1,298,169	$1,298,169
Title I, Part D (Neglected or Delinquent)	Institutionalized neglected, delinquent, at-risk			
Title I, Part D, Subpart 2	Children in local institutions or attending community day programs, assisting in their transition to further education or employment	$20,399	$19,853	$19,853
Title II, Part A	Professional learning, recruitment, and preparation	$120,808	$157,151	$157,151
Title III, Part A (English Learners and Immigrant Children and Youth)	Supplemental funding for language instruction, teacher professional development, and family engagement			
Title III, Part A (Immigrant Children and Youth)	Districts experiencing a significant increase in immigrant children and youth			
Title IV, Part A Student Support and Academic Enrichment	Well-rounded education, ensuring safe and healthy students, and improving technology usage	$78,847	$69,020	$69,020
Title V	Rural districts with high concentrations of low-income students	$38,381	$42,446	$42,446
TOTAL TITLE ALLOCATIONS	*Excluding Title I School Improvement allocations See Accountability.*	**$1,202,783**	**$1,586,639**	**$1,586,639**
				(MDE, 2024m, 2025l, 2026d)

Figure 62: District Title Program Allocations

Note: FY26 numbers are MDE projections. Final amounts for FY26 may vary.

ALL REVENUE

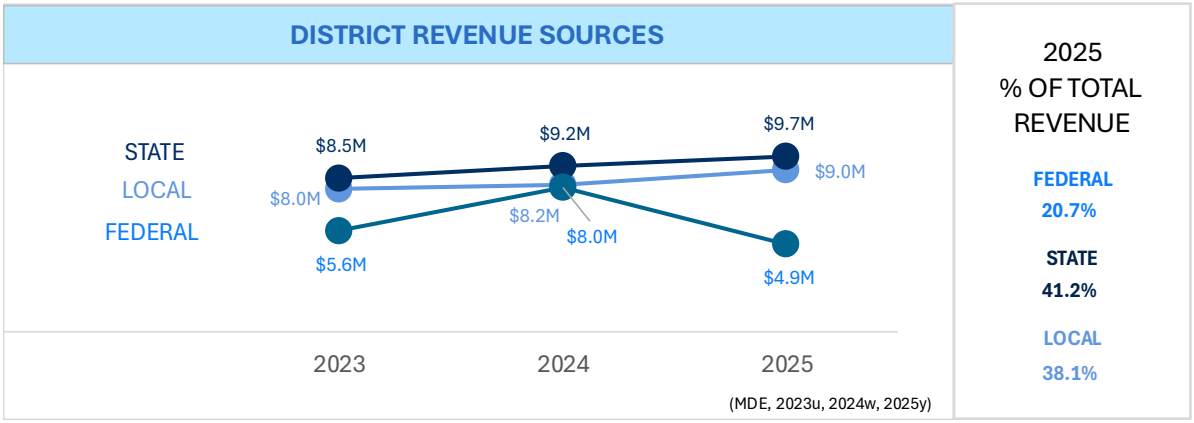


Figure 63: District Revenue Sources

INCREASE/DECREASE IN REVENUE 2023-2025

	DIFFERENCE	% CHANGE
LOCAL	$1,014,079	**2.1%**
STATE	$1,177,520	**2.6%**
FEDERAL	-$744,079	**-4.7%**

Figure 64: Increase/Decrease in Revenue 2023-2025



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

(Southerners for Fair School Funding, 2025)

EXPENDITURES

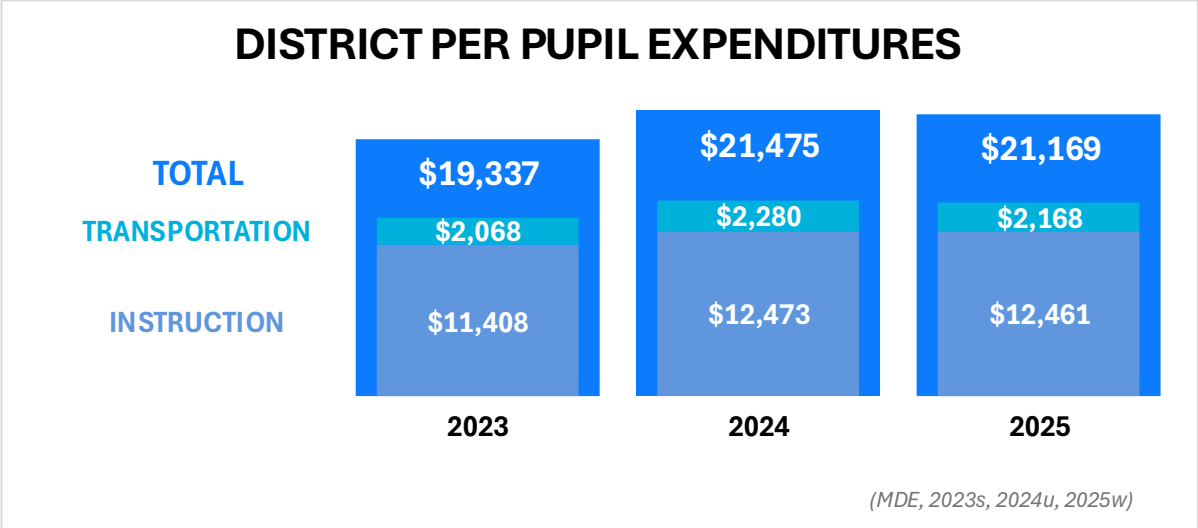


Figure 65: District Per Pupil Expenditures

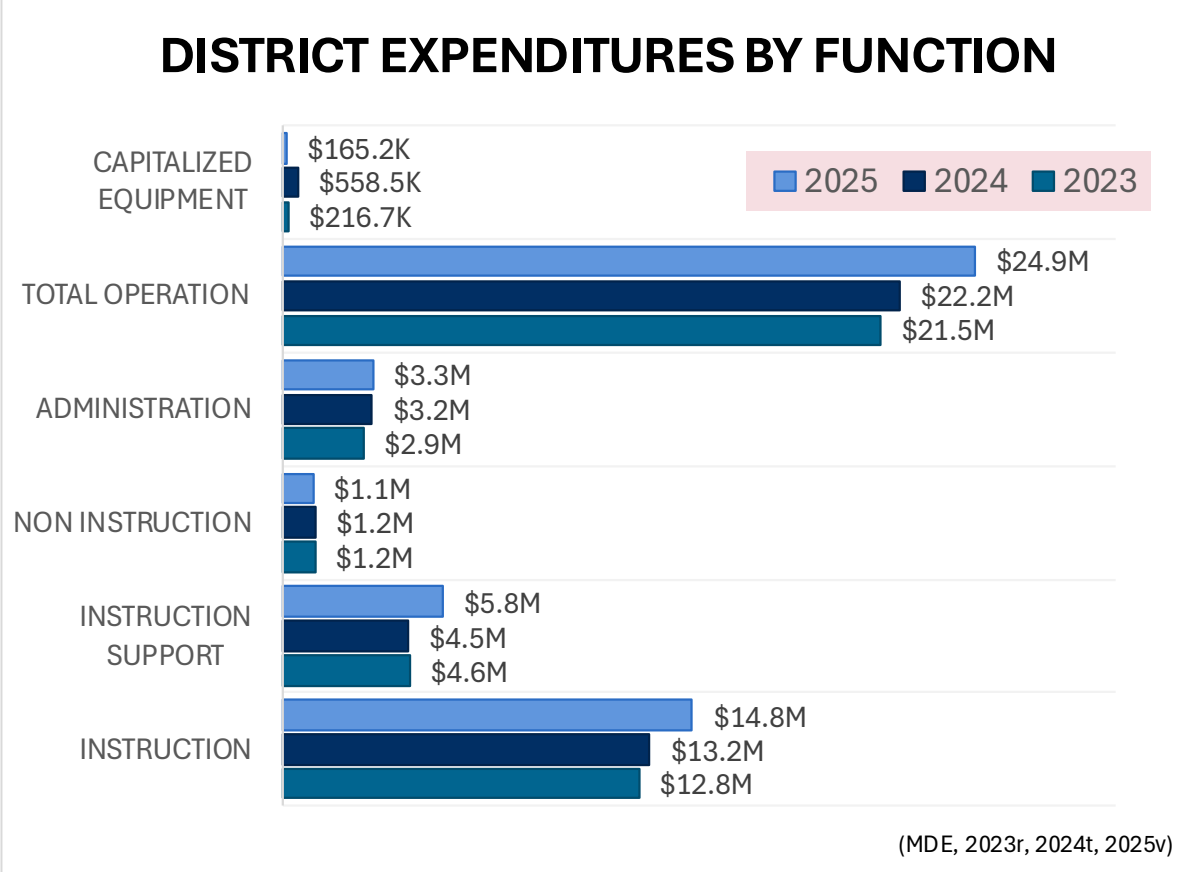


Figure 66: District Expenditures by Function

CHANGE IN TOTAL EXPENDITURE INCLUDING CAPITALIZED EQUIPMENT 2023-2025	**$3.35M**

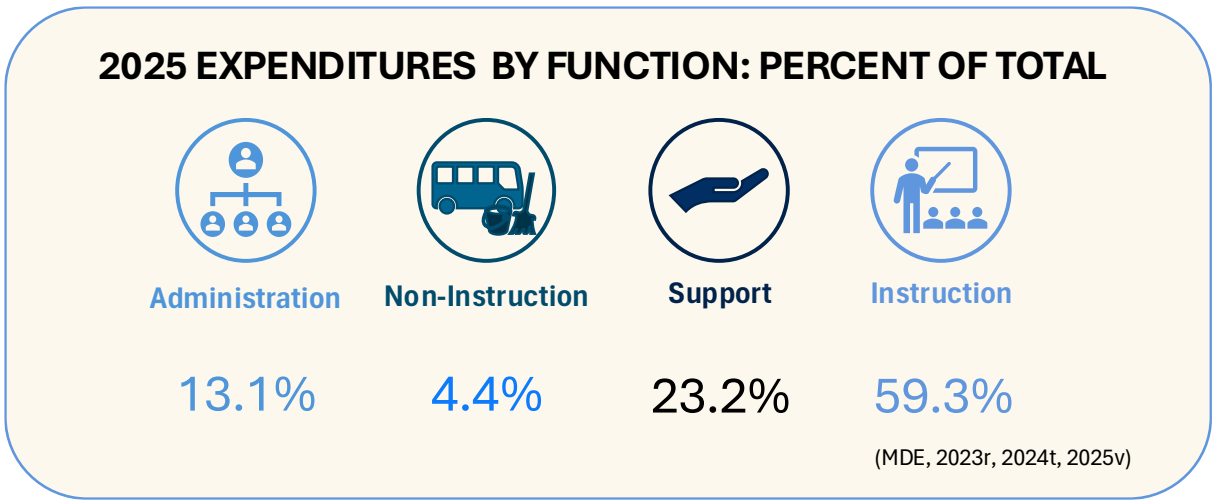


Figure 67: District Expenditures by Function: Percent of Total

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

CHANGES IN PROPORTIONS OF EXPENDITURE FUNCTIONS 2023 -2025

INSTRUCTION	INSTRUCTION SUPPORT	NON INSTRUCTION	ADMIN
-0.3%	1.9%	-1.0%	-0.5%
NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE	NO SIGNIFICANT CHANGE

Figure 68: Changes in Proportions of Expenditure Functions 2023-2025

FINANCE TAKEAWAYS

The district's financial profile reflects a funding structure that remains stable while adapting to changing enrollment and evolving state funding policies. The district serves approximately 1,223 students **under Mississippi's new Student Funding Formula** (MSFF), which replaced the former MAEP model and **allocates additional resources based on student needs and demographics.** Key weighted student groups include 149 Tier I special education students, 83 Tier II special education students, 9 Tier III special education students, 106 gifted students, and 123 career and technical education students, all of which generate additional funding beyond the base student allocation.

Local revenue continues to provide a substantial portion of district funding. The district's tax base is supported by approximately $168.5 million in assessed property value, with a base millage rate of 50.64 mills and a total levy of 51.3 mills. More than $10.3 million of property value qualifies for tax credits, helping balance local taxpayer obligations while maintaining school support.

Overall revenue trends have been positive. **State funding increased** from approximately $8.5 million in 2023 to $9.7 million in 2025, a gain of about $1.18 million or 2.6 percent. **Local revenue also grew** from roughly $8.0 million to $9.0 million during the same period, an increase of more than $1.0 million or 2.1 percent. **Federal funding declined** from $5.6 million in 2023 to $4.9 million in 2025, a decrease of about $744,000, reflecting the continued phaseout of pandemic-era federal support. Despite that decline, the district **maintained a diversified revenue structure** in 2025, with state funds accounting for 41.2 percent of revenue, local funds 38.1 percent, and federal funds 20.7 percent.

Federal program allocations remain an important source of targeted support. **Title I, Part A funding increased significantly** from $944,348 in 2024 to $1,298,169 in both 2025 and 2026, providing additional resources for serving students from low-income households. **Total Title allocations increased** from $1.20 million in 2024 to $1.48 million in 2025 and remained at that level for 2026. Additional federal funds support professional learning, student services, technology initiatives, and programs for at-risk students.

On the expenditure side, **spending increased by approximately $3.35 million** between 2023 and 2025, indicating continued investment in district operations and student services. Spending priorities have remained remarkably consistent over time. In 2025, 59.3 percent of expenditures were directed toward instruction, 23.2 percent toward instructional support services, 13.1 percent toward administration, and 4.4 percent toward non-instructional functions. **Changes in expenditure proportions since 2023 have been minimal,** suggesting disciplined budgeting and a sustained focus on classroom learning. The district's financial trends demonstrate stable revenue growth, strategic use of federal and state resources, and a continued commitment to directing the majority of expenditures toward teaching and learning.



PERSONNEL

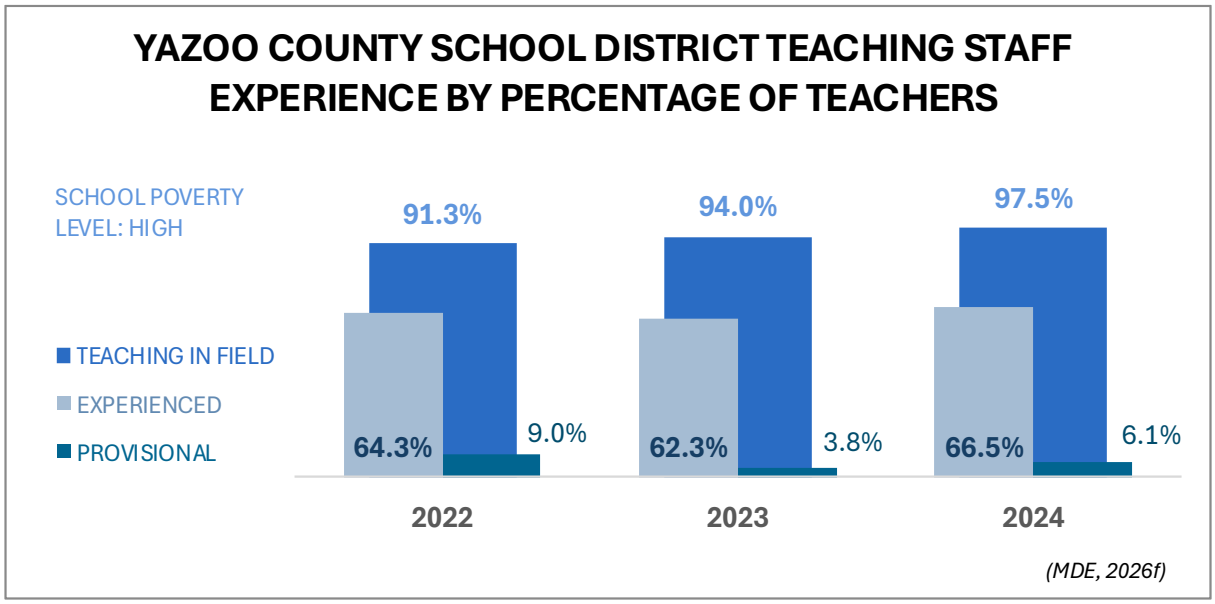


Figure 69: District Teaching Staff Experience by Percentage of Teachers

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

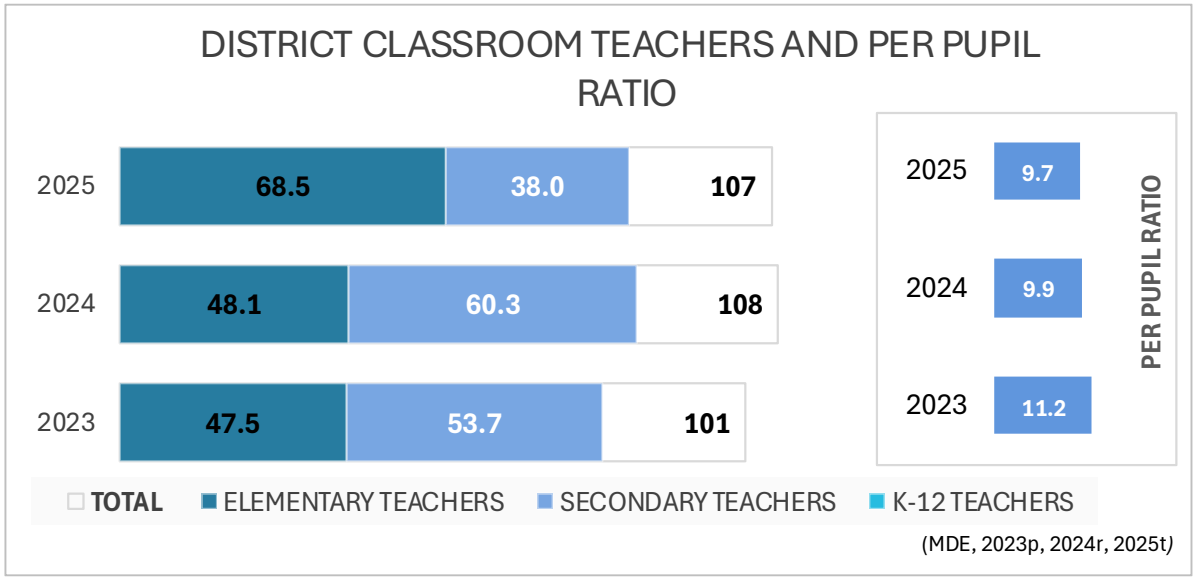
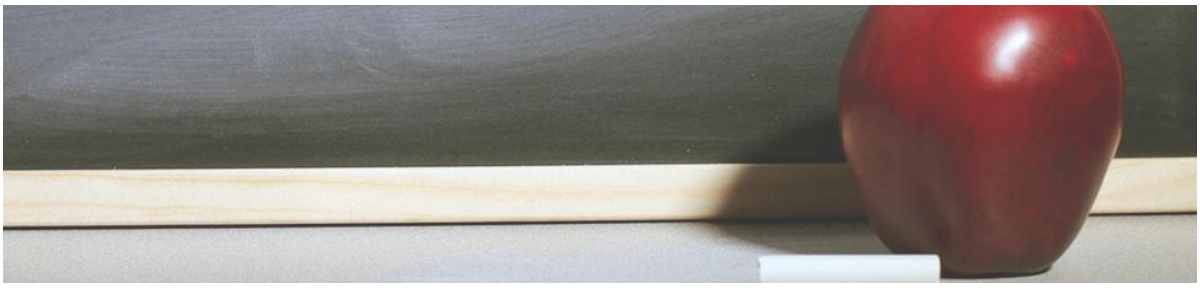


Figure 70: District Classroom Teachers and Per Pupil Ratio



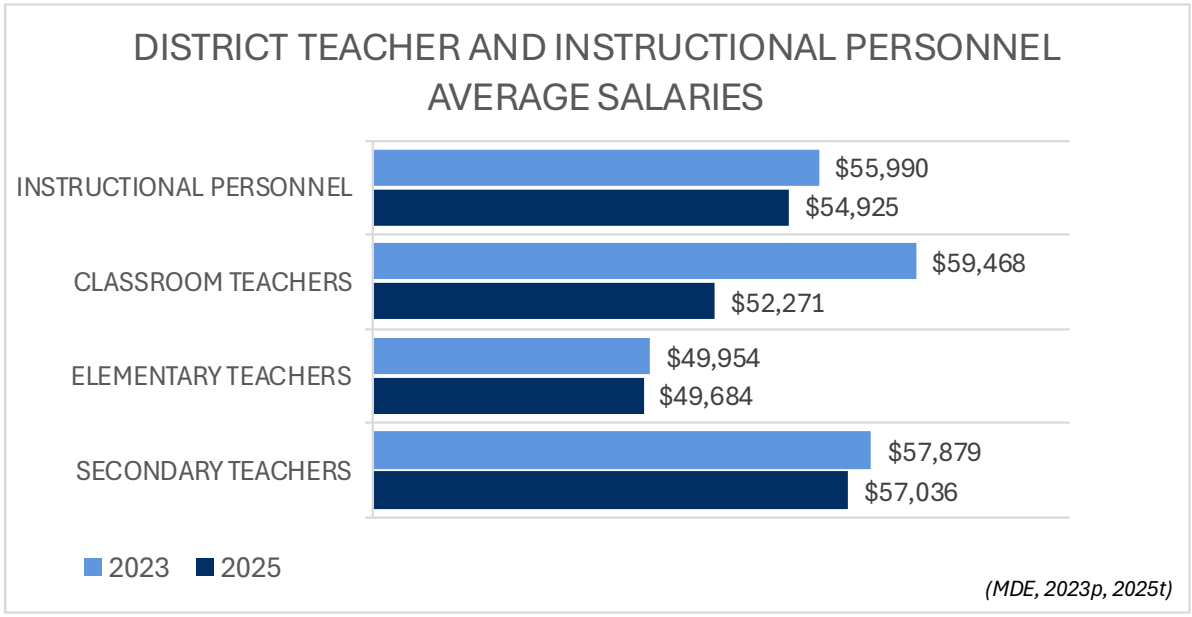


Figure 71: District Teacher and Instructional Personnel Average Salaries



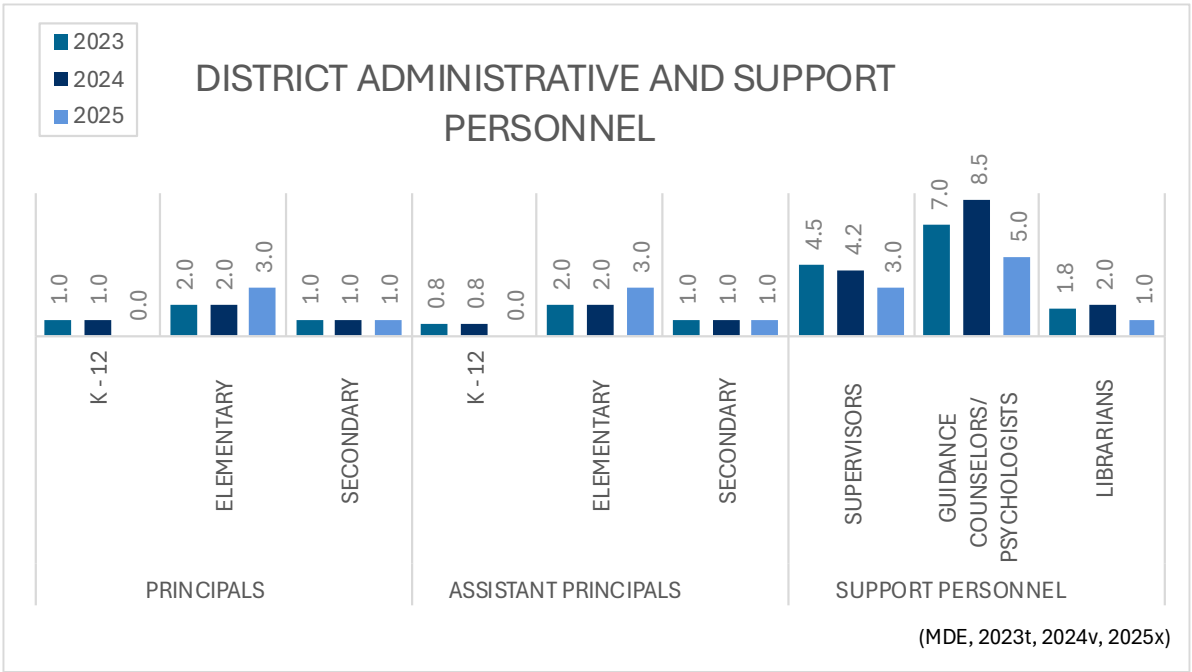


Figure 72: District Administrative and Support Personnel

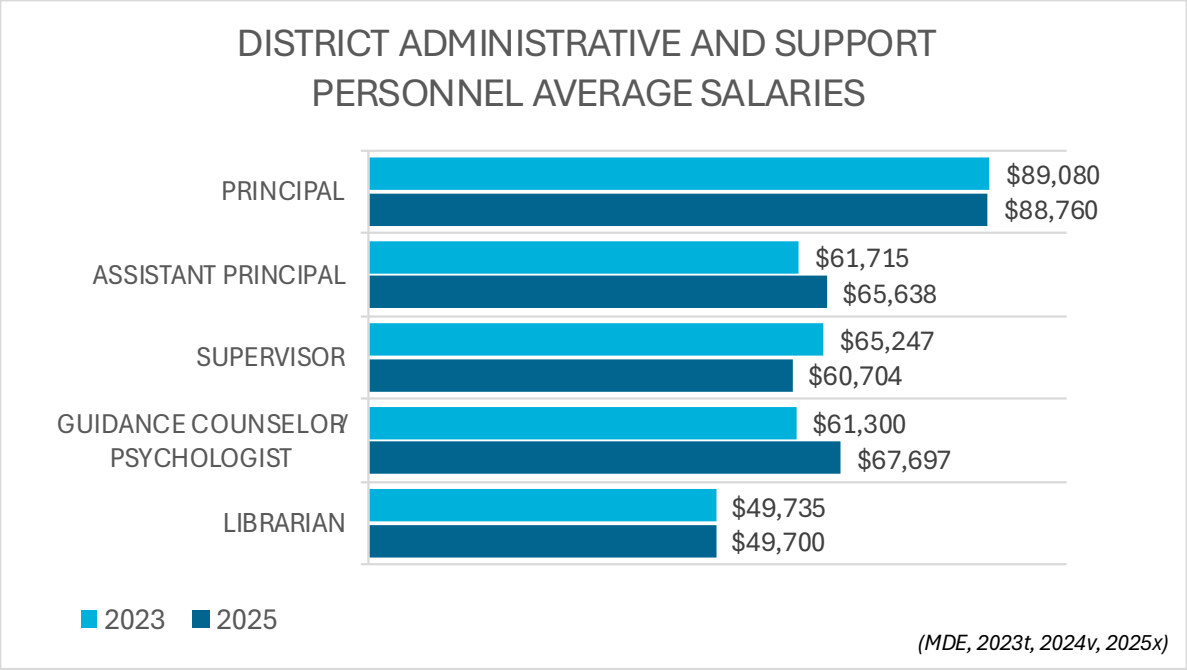


Figure 73: District Administrative and Support Personnel Average Salaries

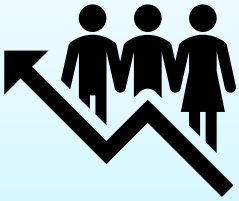
PERSONNEL TAKEAWAYS

The percentage of teachers working in their certified field rose steadily from 91.3% in 2022 to 94.0% in 2023 and 97.5% in 2024, indicating continued progress in placing educators in positions aligned with their training and expertise. At the same time, the **proportion of experienced teachers remained strong**, increasing from 62.3% in 2023 to 66.5% in 2024. The share of provisional teachers remained low, fluctuating between 3.8% and 9.0%, suggesting the district relies primarily on fully credentialed educators.

The total number of classroom teachers increased from 101 in 2023 to 107 in 2025. Much of this change occurred at the **elementary level**, where teacher counts grew from 47.5 to 68.5 over the three-year period, while secondary staffing declined from 53.7 to 38.0. These adjustments likely reflect changing enrollment patterns across grade spans and efforts to align staffing with student needs. The district's **pupil-teacher ratio improved** from 11.2 students per teacher in 2023 to 9.7 in 2025.

Compensation trends demonstrate continued investment in personnel. Average classroom **teacher salaries increased** from $52,271 in 2023 to $59,468 in 2025, a gain of more than $7,000. Instructional personnel salaries also rose from $54,925 to $55,990. Secondary teacher salaries increased slightly to $57,879, while elementary teacher salaries remained stable near $50,000. Administrative and support staffing levels remained relatively consistent, with modest adjustments in assistant principals, counselors, psychologists, and librarians.

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 Yazoo County School District.

Six hundred nineteen (619) respondents from five stakeholder groups and four schools responded to the Comprehensive Needs Assessment Survey in 2026. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

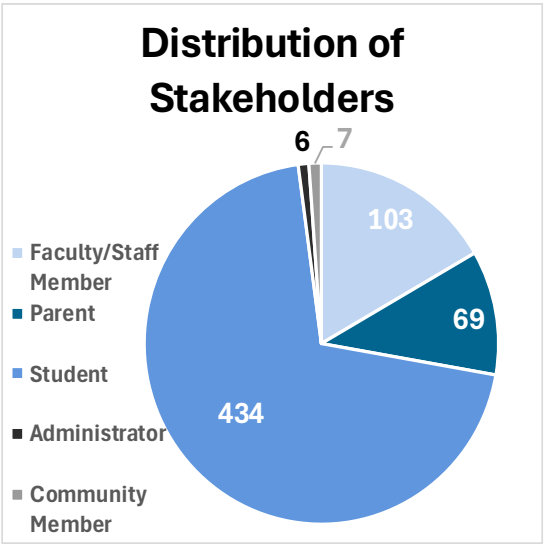


Figure 74: Distribution of Stakeholders



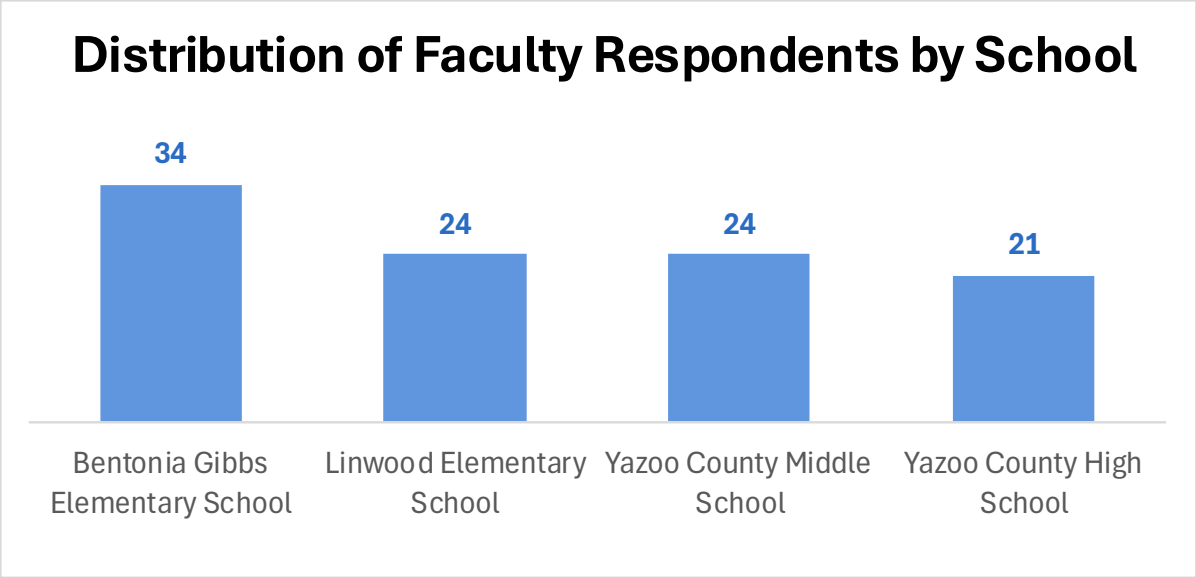


Figure 75: Distribution of Faculty/Staff Respondents by School

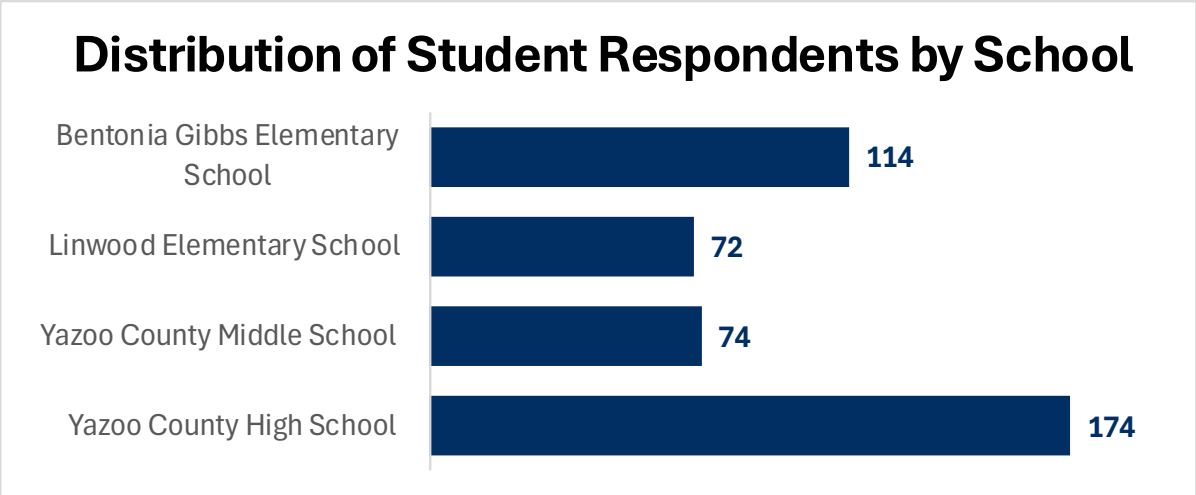


Figure 76: Distribution of Student Respondents by School

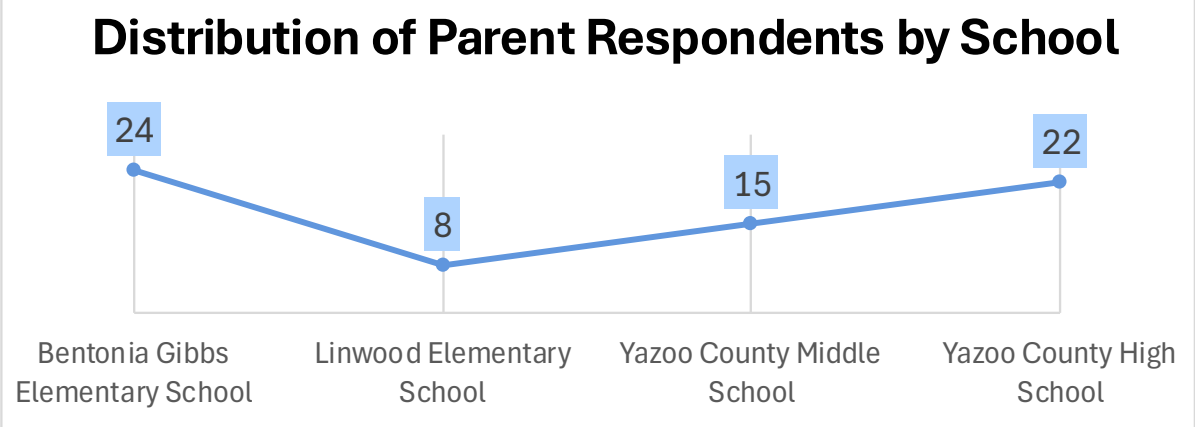


Figure 77: Distribution of Parent Respondents by School

UNIVERSAL QUESTIONS

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

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	292	33.2%
Differentiated instruction	215	24.5%
Access to computers and individualized instruction	289	32.9%
Pre-K Program	83	9.4%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	200	32.3%
Agree	332	53.6%
Disagree	34	5.5%
Strongly Disagree	25	4.0%
Not Applicable or No Information	28	4.5%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	80	12.9%
Agree	206	33.3%
Disagree	180	29.1%
Strongly Disagree	123	19.9%
Not Applicable or No Information	30	4.8%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	144	23.3%
Agree	263	42.5%
Disagree	74	12.0%
Strongly Disagree	51	8.2%
Not Applicable or No Information	87	14.1%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

	Count	Percentage
Strongly Agree	125	20.2%
Agree	307	49.6%
Disagree	66	10.7%
Strongly Disagree	24	3.9%
Not Applicable or No Information	97	15.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	245	39.6%
Agree	301	48.6%
Disagree	24	3.9%
Strongly Disagree	26	4.2%
Not Applicable or No Information	23	3.7%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.

	Count	Percentage
Strongly Agree	119	19.2%
Agree	338	54.6%
Disagree	45	7.3%
Strongly Disagree	31	5.0%
Not Applicable or No Information	86	13.9%

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

	Count	Percentage
Strongly Agree	197	31.8%
Agree	297	48.0%
Disagree	32	5.2%
Strongly Disagree	22	3.6%
Not Applicable or No Information	71	11.5%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	236	38.1%
Agree	270	43.6%
Disagree	52	8.4%
Strongly Disagree	34	5.5%
Not Applicable or No Information	27	4.4%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	225	36.3%
Agree	304	49.1%
Disagree	36	5.8%
Strongly Disagree	27	4.4%
Not Applicable or No Information	27	4.4%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	139	22.5%
Agree	277	44.7%
Disagree	100	16.2%
Strongly Disagree	63	10.2%
Not Applicable or No Information	40	6.5%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	151	24.4%
Agree	324	52.3%
Disagree	60	9.7%
Strongly Disagree	34	5.5%
Not Applicable or No Information	50	8.1%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	239	38.6%
Agree	291	47.0%
Disagree	37	6.0%
Strongly Disagree	28	4.5%
Not Applicable or No Information	24	3.9%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	186	30.0%
Agree	286	46.2%
Disagree	41	6.6%
Strongly Disagree	22	3.6%
Not Applicable or No Information	84	13.6%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Physical Education	38.4%	42.0%	5.8%	3.4%	10.3%
Career/Technical Education	27.9%	38.8%	6.6%	4.5%	22.1%
Technology	31.3%	45.9%	5.8%	4.8%	12.1%
Computer Science	30.4%	44.4%	7.3%	5.0%	12.9%
English/Language Arts (reading, writing, speaking, listening)	43.0%	44.6%	4.2%	3.2%	5.0%
Science	41.2%	47.0%	4.8%	2.3%	4.7%
Fine Arts (music, visual arts, dance, drama)	27.0%	36.7%	12.1%	7.3%	17.0%
Health Education	31.5%	42.0%	8.4%	3.9%	14.2%
Mathematics	41.2%	44.9%	5.5%	3.6%	4.8%
Social Studies (history, government, civics, economics)	36.5%	44.6%	8.1%	4.0%	6.8%
Foreign Languages	18.7%	28.9%	13.4%	7.1%	31.8%
Clubs/Programs	34.7%	37.8%	8.2%	5.7%	13.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	214	34.6%
Agree	297	48.0%
Disagree	45	7.3%
Strongly Disagree	17	2.7%
Not Applicable or No Information	46	7.4%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	204	33.0%
Agree	292	47.2%
Disagree	43	6.9%
Strongly Disagree	20	3.2%
Not Applicable or No Information	60	9.7%

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

	Count	Percentage
Strongly Agree	212	34.2%
Agree	257	41.5%
Disagree	75	12.1%
Strongly Disagree	47	7.6%
Not Applicable or No Information	28	4.5%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	193	31.2%
Agree	292	47.2%
Disagree	48	7.8%
Strongly Disagree	19	3.1%
Not Applicable or No Information	67	10.8%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

	Count	Percentage
Strongly Agree	159	25.7%
Agree	242	39.1%
Disagree	52	8.4%
Strongly Disagree	51	8.2%
Not Applicable or No Information	115	18.6%

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

	Count	Percentage
Strongly Agree	209	33.8%
Agree	303	48.9%
Disagree	39	6.3%
Strongly Disagree	22	3.6%
Not Applicable or No Information	46	7.4%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	184	29.7%
Agree	293	47.3%
Disagree	53	8.6%
Strongly Disagree	47	7.6%
Not Applicable or No Information	42	6.8%

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

	Count	Percentage
Strongly Agree	156	25.2%
Agree	310	50.1%
Disagree	79	12.8%
Strongly Disagree	42	6.8%
Not Applicable or No Information	32	5.2%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	167	27.0%
Agree	326	52.7%
Disagree	46	7.4%
Strongly Disagree	24	3.9%
Not Applicable or No Information	56	9.0%



NOTES

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Yazoo County School District shows a mix of meaningful progress and persistent structural challenges. The district's strongest momentum appears in improved attendance, a stable elementary enrollment base, stronger teacher credential alignment, expanding access to advanced coursework, and strong high school completion outcomes. Enrollment has declined from 1,370 students in 2022 to 1,209 in 2026, a loss of 161 students, or 11.8%. That decline is concentrated in the secondary grades: grades 6–8 fell 23.4%, and grades 9–12 fell 15.9%, while PK–5 enrollment increased slightly from 561 to 567 students. This suggests that the district has a **healthy early-grade pipeline but must strengthen retention and engagement** as students move into middle and high school.

Attendance trends are encouraging. Estimated attendance as a percentage of enrollment rose from 85.2% in 2023 to 90.5% in 2025, and chronic absence declined from 31.6% to 30.6%. While **nearly one-third of students remain chronically absent**, the improvement among students with limited English proficiency, from 30.8% to 10.0%, and students with disabilities, from 33.9% to 29.2%, shows that **targeted supports can produce measurable results**.

Academic outcomes are improving in some areas but remain uneven. **Reading** accountability is relatively flat, moving from 31.1% in 2023 to 31.4% in 2025. **Math** improved more clearly, rising from 30.7% to 39.3%. **Science** remained comparatively stronger at 49.3% in 2025, while history reached 57.4%. The high school stands out for **strong graduation outcomes**, with the graduation rate reaching 94.6% in 2025 and the dropout rate falling to 4.5%. Stakeholder feedback generally supports this picture: 85.9% agreed that teachers are properly certified and effective, 82.7% agreed that students have access to learning resources, and 77.0% were satisfied with how staff treat students. However, only 46.2% agreed that student behavior is rarely a problem, while 49.0% disagreed, signaling that **discipline, climate, and student engagement remain central concerns**.

STRENGTHS



1) **The district's improving attendance.** Even with declining enrollment, the district increased its attendance rate to 90.5% in 2025. Elementary attendance is especially strong, with fourth grade at 96.3%, fifth grade at 95.7%, and second grade at 93.3%. These results indicate that younger students are consistently connected to school, and they create a foundation for stronger achievement if sustained over time.



2) **A stable early-grade pipeline.** PK–5 enrollment increased slightly over five years, and prekindergarten grew from 52 students in 2025 to 60 in 2026. Third grade also increased from 89 to 99 students, and sixth grade rebounded from 75 to 95 students. These trends suggest that families continue to enter the district at the elementary level and that the district has an opportunity to build long-term loyalty before students reach the transition points where enrollment declines are most severe.



3) **Personnel.** The percentage of teachers working in their certified field rose from 91.3% in 2022 to 97.5% in 2024. Experienced teachers increased from 62.3% in 2023 to 66.5% in 2024, and the share of provisional teachers remained low. The district also improved its pupil-teacher ratio from 11.2 students per teacher in 2023 to 9.7 in 2025. These trends suggest stronger staffing capacity and more favorable conditions for small-group instruction, intervention, and relationship-building.



4) **The high school.** Graduation reached 94.6% in 2025, exceeding the state rate, and the dropout rate dropped to 4.5%. Advanced course participation also increased from 32.9% in 2022 to 48.8% in 2024. These indicators show that the district is creating stronger pathways toward graduation, college credit, and career readiness. Math performance at the high school also improved sharply, reaching 58.4% in 2025, while science increased to 51.0%.



5) **Stakeholder support.** Broad agreement that teachers are certified and effective aligns with the staffing data. Strong agreement that students have access to learning resources supports the district's investments in technology, online learning tools, and academic supports. The 64.8% agreement that the district helps prevent dropouts through support and encouragement is also consistent with the strong graduation rate and reduced dropout rate.

CHALLENGES



1) **The long-term challenge is enrollment decline**, especially in middle and high school. Grades 6–8 lost 78 students over five years, and grades 9–12 lost 73 students. Yazoo County Middle School declined from 339 students in 2022 to 255 in 2026, and Yazoo County High School declined from 470 to 387. These losses affect funding, staffing, course offerings, extracurricular participation, and long-range planning. The district's elementary stability is promising, but without stronger transition supports, the enrollment pipeline weakens as students age.



2) **Academic consistency.** Reading remains low and relatively stagnant, with district reading accountability at 31.4% in 2025. Middle school reading is especially concerning, with overall 2025 proficiency at 24.7% and a 45.3-point gap to the 70% goal. Students with disabilities and Black or African American students continue to face the largest academic gaps across several measures. In districtwide reading accountability, students with disabilities were at 15.8% in 2025 compared with 35.2% for students without disabilities. In math, students with disabilities were at 15.8% compared with 45.2% for students without disabilities. These gaps are large enough to require targeted, monitored intervention rather than general improvement efforts alone.



3) **Middle school performance.** Yazoo County Middle School moved from a D in 2023 to a C in 2024 before returning to a D in 2025. Reading remained low, math and science declined after strong 2024 gains, and the school was reidentified for Targeted School Improvement due to the performance of students with disabilities in reading/language arts and mathematics. This volatility suggests that the district can produce improvement, but systems for sustaining gains across years need strengthening.



4) **Attendance also remains a challenge** despite improvement. A 30.6% chronic absence rate means nearly one in three students is still missing too much school. The high school is the most urgent concern, with chronic absenteeism rising to 47.5% in 2025. Students with disabilities at the high school had a chronic absence rate of 51.8%, and White students had a rate of 54.2%. These attendance patterns directly threaten credit accumulation, graduation readiness, and achievement growth.



5) **Climate and behavior.** While survey respondents were generally positive about staff, resources, and dropout prevention, only 46.2% agreed that student behavior is rarely a problem, while 49.0% disagreed. This is one of the clearest areas of stakeholder concern. It suggests that instructional improvement must be paired with stronger behavior systems, consistent expectations, and student engagement strategies.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: NEXT 3–6 MONTHS

1. **Begin with a focused attendance and engagement sprint** at the high school and middle school. Each school should identify chronically absent students by grade level, subgroup, and course performance, then assign staff mentors to monitor weekly attendance, family contact, and barriers to participation. Because the district has already reduced chronic absence among students with limited English proficiency and students with disabilities, leaders should study what worked in those cases and replicate the most effective practices for high school students, female students, White students, and students identifying as two or more races.
2. **Launch a middle school academic stabilization plan.** This plan should focus on reading, math, and students with disabilities, with weekly data meetings that track standards mastery, intervention attendance, progress-monitoring results, and classroom performance. The goal should be to prevent another year of volatility by making instructional adjustments every two to three weeks rather than waiting for benchmark or state assessment results.
3. **Strengthening behavior and climate systems.** Since stakeholder responses show that behavior is a major concern, each school should review discipline data, referral patterns, classroom-managed behaviors, and exclusionary discipline practices. The district should establish a small set of non-negotiable expectations for classroom routines, transitions, supervision, and referral procedures so that students experience consistency from school to school and classroom to classroom.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Build a K–8 literacy continuum** that connects early literacy, third-grade promotion, middle-grade reading intervention, and high school readiness.

Reading performance is not just an elementary issue; middle school reading proficiency remains low, and future policy changes may increase expectations for literacy support beyond third grade. The district should ensure that every struggling reader has a clear intervention plan, that teachers share common strategies for vocabulary and comprehension, and that progress monitoring is frequent enough to change instruction quickly.

2. **Expand targeted math supports** while preserving the gains already evident at the high school. Math accountability improved districtwide from 30.7% to 39.3%, and high school math reached 58.4% in 2025. Leaders should identify the practices behind those gains and adapt them for middle school and upper elementary grades. This may include common problem-solving routines, more frequent checks for understanding, tutoring aligned to priority standards, and teacher collaboration around student work.
3. **Family engagement should become more strategic and measurable.** Stakeholders identified cooperation between home and school and access to computers and individualized instruction as highly beneficial aspects of federal programs. The district should use these strengths to create grade-band family learning nights focused on attendance, literacy, math support, graduation pathways, and digital grade-monitoring tools. Rather than treating family engagement as a compliance requirement, the district should connect it directly to attendance recovery, academic intervention, and course success.

LONG-TERM PRIORITIES: 1–3 YEARS

1. **Develop a secondary enrollment retention strategy** that begins before students enter middle school. Since the strongest enrollment base is in PK–5 and the greatest losses occur in grades 6–12, the district should study student mobility, transfer patterns, course access, extracurricular participation, transportation barriers, and family perceptions of secondary programming. The goal should be to make the transition into middle school and high school more attractive, supportive, and academically coherent.
2. **Formalize a talent development plan that builds on improving personnel indicators.** With 97.5% of teachers working in their certified field, rising experience levels, and an improved pupil-teacher ratio, the district has a stronger foundation for instructional improvement. The next step is to connect staffing strength to classroom outcomes through coaching cycles, model classrooms,

common planning expectations, and professional learning communities focused on student work rather than general discussion.

3. **Create a three-year subgroup improvement plan for students with disabilities.** These students show persistent gaps in reading, math, attendance, and accountability outcomes, and targeted school improvement identifications at the school level make this an urgent systemwide issue. The plan should include stronger co-teaching expectations, intervention fidelity checks, IEP goal alignment with grade-level standards, specialized professional development, and regular reviews of whether students are receiving the instructional minutes and accommodations outlined in their plans.

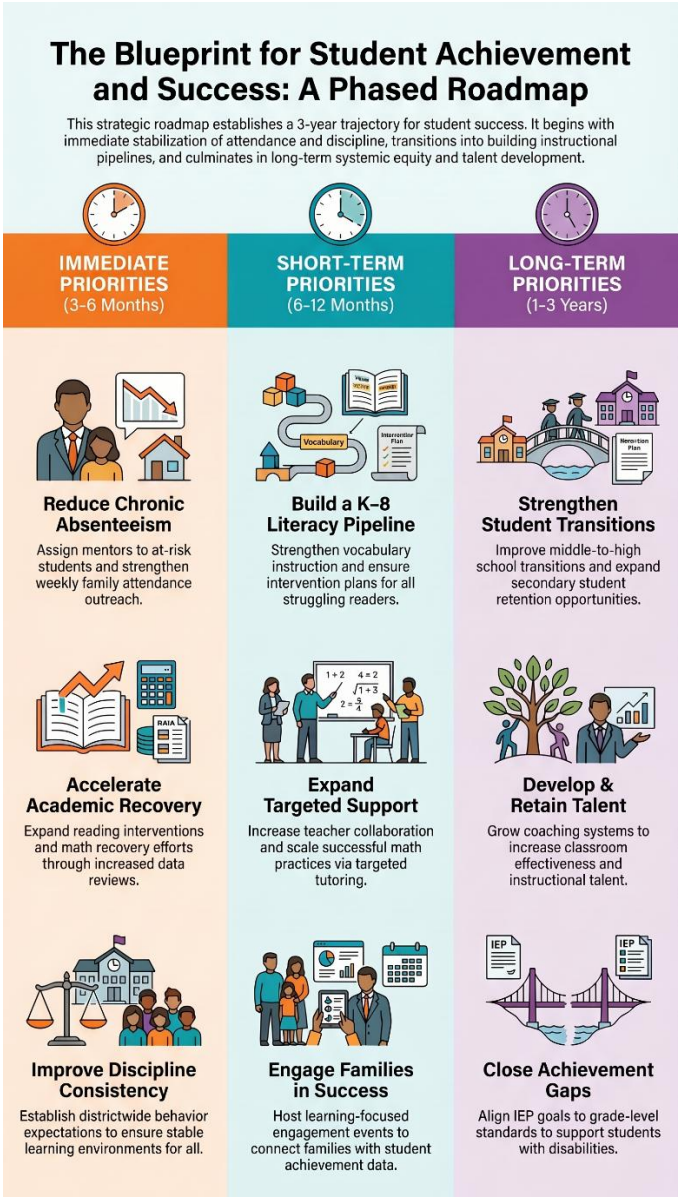


Figure 78: District Next Steps

DISTRICT COMPREHENSIVE NEEDS SURVEY

INTRODUCTION

Stakeholders from Yazoo County School District were asked to respond to questions about the district and its schools. While some questions were answered by members from more than one stakeholder group, others were targeted toward specific respondents. One hundred three (103) faculty members, sixty-nine (69) parents, four hundred thirty-four (434) students, seven (7) community members, and six (6) administrators responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

DISTRICT FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	50	29.1%
Differentiated instruction	40	23.3%
Access to computers and individualized instruction	41	23.8%
Pre-K Program	41	23.8%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	8	7.8%
Agree	37	35.9%
Disagree	39	37.9%
Strongly Disagree	18	17.5%
Not Applicable or No Information	1	1.0%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	41	39.8%
Agree	54	52.4%
Disagree	3	2.9%
Strongly Disagree	3	2.9%
Not Applicable or No Information	2	1.9%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	54	52.4%
Disagree	3	2.9%
Strongly Disagree	2	1.9%
Not Applicable or No Information	9	8.7%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	29	28.2%
Agree	59	57.3%
Disagree	1	1.0%
Strongly Disagree	2	1.9%
Not Applicable or No Information	12	11.7%

I use student assessment data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	46	44.7%
Agree	42	40.8%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	13	12.6%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instruction to students with limited English proficiency to improve their language and academic skills	24.3%	36.9%	4.9%	0.0%	34.0%
Developing and using classroom assessments	44.7%	40.8%	0.0%	0.0%	14.6%
Closing the achievement gap between diverse groups of students	41.7%	42.7%	2.9%	0.0%	12.6%
Effective classroom management	39.8%	47.6%	3.9%	1.0%	7.8%
Teaching special needs students	37.9%	43.7%	1.0%	1.0%	16.5%

I contact parents every week.		
	Count	Percentage
Strongly Agree	36	35.0%
Agree	47	45.6%
Disagree	10	9.7%
Strongly Disagree	1	1.0%
Not Applicable or No Information	9	8.7%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	51	49.5%
Agree	48	46.6%
Disagree	1	1.0%
Strongly Disagree	3	2.9%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	46	20.7%
Supporting college and career counseling	46	20.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	54	24.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	39	17.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	37	16.7%
To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	51	14.8%
Providing school-based mental health services and counseling	50	14.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	36	10.4%
Establishing or improving dropout prevention	22	6.4%
Supporting re-entry programs and transition services for Justice-involved youth	25	7.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	38	11.0%
Implementing systems and practices to prevent bullying and harassment	39	11.3%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	44	12.8%
Establishing community partnerships	40	11.6%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	59	28.0%
Building technological capacity and infrastructure	36	17.1%
Carrying out innovative blended learning projects	36	17.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	48	22.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	32	15.2%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	22	21.4%
Agree	65	63.1%
Disagree	5	4.9%
Strongly Disagree	3	2.9%
Not Applicable or No Information	8	7.8%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	39	37.9%
Agree	47	45.6%
Disagree	2	1.9%
Strongly Disagree	2	1.9%
Not Applicable or No Information	13	12.6%

Teachers receive adequate technology training and assistance with software trouble-shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	23	22.3%
Agree	53	51.5%
Disagree	15	14.6%
Strongly Disagree	7	6.8%
Not Applicable or No Information	5	4.9%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	54	52.4%
Disagree	7	6.8%
Strongly Disagree	2	1.9%
Not Applicable or No Information	5	4.9%
My biggest equipment needs are:		
	Count	Percentage
Computers	26	15.2%
Software	41	24.0%
Mobile laptop computers	19	11.1%
Listening centers	19	11.1%
Interactive white board	11	6.4%
Classroom response system (clickers)	32	18.7%
Digital slates (e.g. iPad, Microsoft Pro)	23	13.5%
Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	49	47.6%
Agree	38	36.9%
Disagree	10	9.7%
Strongly Disagree	4	3.9%
Not Applicable or No Information	2	1.9%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	41	39.8%
Agree	55	53.4%
Disagree	4	3.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.9%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	19	18.4%
Agree	61	59.2%
Disagree	11	10.7%
Strongly Disagree	2	1.9%
Not Applicable or No Information	10	9.7%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	20	19.4%
Agree	63	61.2%
Disagree	10	9.7%
Strongly Disagree	2	1.9%
Not Applicable or No Information	8	7.8%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	37	35.9%
Agree	58	56.3%
Disagree	6	5.8%
Strongly Disagree	1	1.0%
Not Applicable or No Information	1	1.0%

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

	Count	Percentage
Strongly Agree	28	27.2%
Agree	60	58.3%
Disagree	6	5.8%
Strongly Disagree	3	2.9%
Not Applicable or No Information	6	5.8%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Fine Arts (music, visual arts, dance, drama)	15.5%	39.8%	18.4%	7.8%	18.4%
Health Education	19.4%	49.5%	14.6%	1.0%	15.5%
Mathematics	32.0%	59.2%	1.9%	1.9%	4.9%
Social Studies (history, government, civics, economics)	25.2%	51.5%	13.6%	1.9%	7.8%
Foreign Languages	16.5%	31.1%	13.6%	5.8%	33.0%
Clubs/Programs	22.3%	49.5%	9.7%	3.9%	14.6%
Physical Education	24.3%	50.5%	12.6%	1.0%	11.7%
Career/Technical Education	20.4%	50.5%	2.9%	1.9%	24.3%
Technology	23.3%	55.3%	4.9%	1.9%	14.6%
Computer Science	17.5%	57.3%	4.9%	5.8%	14.6%
English/Language Arts (reading, writing, speaking, listening)	33.0%	58.3%	2.9%	1.0%	4.9%
Science	27.2%	61.2%	4.9%	1.0%	5.8%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	47	45.6%
Disagree	2	1.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	18	17.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	27	8.3%
Utilize technology such as class websites, blogs, and videos	34	10.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	32	9.8%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	41	12.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	43	13.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	35	10.8%
Use bilingual handouts and cues	10	3.1%
Use visual displays, portable white boards, and posters when giving instructions	41	12.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	23	7.1%
Not Applicable or No Information	39	12.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	54	52.4%
Agree	46	44.7%
Disagree	0	0.0%
Strongly Disagree	2	1.9%
Not Applicable or No Information	1	1.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	47	45.6%
Agree	50	48.5%
Disagree	1	1.0%
Strongly Disagree	1	1.0%
Not Applicable or No Information	4	3.9%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	51	49.5%
Agree	45	43.7%
Disagree	4	3.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	2	1.9%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	45	43.7%
Agree	52	50.5%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	4.9%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	30	29.1%
Agree	47	45.6%
Disagree	4	3.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	21	20.4%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	37	35.9%
Agree	61	59.2%
Disagree	2	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	2.9%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	35	34.0%
Agree	56	54.4%
Disagree	7	6.8%
Strongly Disagree	2	1.9%
Not Applicable or No Information	3	2.9%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	26	25.2%
Agree	65	63.1%
Disagree	9	8.7%
Strongly Disagree	2	1.9%
Not Applicable or No Information	1	1.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	24	23.3%
Agree	64	62.1%
Disagree	9	8.7%
Strongly Disagree	4	3.9%
Not Applicable or No Information	2	1.9%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	46	44.7%
Agree	53	51.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	3.9%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	47	45.6%
Agree	53	51.5%
Disagree	1	1.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	1.9%

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

	Count	Percentage
Strongly Agree	47	45.6%
Agree	48	46.6%
Disagree	2	1.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	5.8%

For the most part, the size of classes, in this district, does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	28	27.2%
Agree	54	52.4%
Disagree	8	7.8%
Strongly Disagree	7	6.8%
Not Applicable or No Information	6	5.8%

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

	Count	Percentage
Strongly Agree	54	52.4%
Agree	38	36.9%
Disagree	3	2.9%
Strongly Disagree	3	2.9%
Not Applicable or No Information	5	4.9%

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

	Count	Percentage
Strongly Agree	43	41.7%
Agree	43	41.7%
Disagree	3	2.9%
Strongly Disagree	1	1.0%
Not Applicable or No Information	13	12.6%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	67	65.0%
Agree	28	27.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	8	7.8%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Differentiated Instruction	#2
Reading for at-risk students	#3
Teaching and understanding students in poverty	#4
My specific content area	#5
Conflict resolution	#6
Writing strategies	#7
Social Emotional Learning	#8
Successful inclusion strategies	#9
Project-based Learning	#10
Using technology to enhance instruction	#11
Depth of Knowledge or Rigor	#12
Mississippi College and Career Readiness Standards	#13
Interpreting and analyzing student data	#14
Personalized Instruction	#15
Response to Intervention (RTI/MTSS)	#16
Developing quality assessments	#17
Incorporating Artificial Intelligence (AI) in the classroom	#18
Student usage of AI in writing	#19
Culture sensitivity	#20
English Learners (ELs)	#21
Trauma-Informed Instruction	#22
Teaching and understanding homeless students	#23

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	30	29.1%
Agree	43	41.7%
Disagree	20	19.4%
Strongly Disagree	4	3.9%
Not Applicable or No Information	6	5.8%

The professional development I have received thus far in this school district has provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	25	24.3%
Agree	46	44.7%
Disagree	17	16.5%
Strongly Disagree	4	3.9%
Not Applicable or No Information	11	10.7%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	39	34.8%
Differentiated instruction	28	25.0%
Access to computers and individualized instruction	31	27.7%
Pre-K Program	14	12.5%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	31	44.9%
Agree	31	44.9%
Disagree	3	4.3%
Strongly Disagree	1	1.4%
Not Applicable or No Information	3	4.3%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	14	20.3%
Agree	27	39.1%
Disagree	11	15.9%
Strongly Disagree	11	15.9%
Not Applicable or No Information	6	8.7%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	18	26.1%
Agree	33	47.8%
Disagree	2	2.9%
Strongly Disagree	4	5.8%
Not Applicable or No Information	12	17.4%
I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	10	3.6%
Computer Classes	20	7.2%
Conflict Resolution	16	5.8%
Discipline	17	6.1%
Drug/Alcohol Awareness	13	4.7%
English as a Second Language	4	1.4%
Health Classes	16	5.8%
Literacy Classes	17	6.1%
Math Classes	17	6.1%
Parent-to-School Relationships	25	9.0%
Parent/Child Communication	19	6.8%
Preparing for College	29	10.4%
Parenting Workshops	20	7.2%
Social Media Classes	6	2.2%
Stress/Anger Management	24	8.6%
Understanding College- and Career-Ready Standards	25	9.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	17	24.6%
Agree	33	47.8%
Disagree	2	2.9%
Strongly Disagree	4	5.8%
Not Applicable or No Information	13	18.8%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	48	70.6%
No	20	29.4%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	8	5.1%
District and/or school newsletters	26	16.5%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	23	14.6%
Resource materials for parental training	17	10.8%
Training for parents to work with other parents on becoming involved in the schools	26	16.5%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	14	8.9%
Home/School folders	22	13.9%
Home/School planners	22	13.9%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	33	47.8%
Agree	25	36.2%
Disagree	3	4.3%
Strongly Disagree	3	4.3%
Not Applicable or No Information	5	7.2%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	28	18.1%
Supporting college and career counseling	32	20.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	37	23.9%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	31	20.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	27	17.4%
To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	29	12.4%
Providing school-based mental health services and counseling	37	15.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	21	9.0%
Establishing or improving dropout prevention	16	6.9%
Supporting re-entry programs and transition services for Justice-involved youth	18	7.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	31	13.3%
Implementing systems and practices to prevent bullying and harassment	36	15.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	26	11.2%
Establishing community partnerships	19	8.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	38	25.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
Building technological capacity and infrastructure	32	21.1%
Carrying out innovative blended learning projects	25	16.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	37	24.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	20	13.2%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	18	26.1%
Agree	36	52.2%
Disagree	3	4.3%
Strongly Disagree	3	4.3%
Not Applicable or No Information	9	13.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	20	29.0%
Agree	34	49.3%
Disagree	2	2.9%
Strongly Disagree	2	2.9%
Not Applicable or No Information	11	15.9%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	27	39.1%
Agree	31	44.9%
Disagree	4	5.8%
Strongly Disagree	2	2.9%
Not Applicable or No Information	5	7.2%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	31	44.9%
Agree	29	42.0%
Disagree	4	5.8%
Strongly Disagree	2	2.9%
Not Applicable or No Information	3	4.3%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	19	27.5%
Agree	35	50.7%
Disagree	8	11.6%
Strongly Disagree	2	2.9%
Not Applicable or No Information	5	7.2%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	16	23.2%
Agree	33	47.8%
Disagree	7	10.1%
Strongly Disagree	4	5.8%
Not Applicable or No Information	9	13.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	24	34.8%
Agree	36	52.2%
Disagree	5	7.2%
Strongly Disagree	2	2.9%
Not Applicable or No Information	2	2.9%

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

	Count	Percentage
Strongly Agree	19	27.5%
Agree	30	43.5%
Disagree	5	7.2%
Strongly Disagree	3	4.3%
Not Applicable or No Information	12	17.4%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Clubs/Programs	27.5%	42.0%	7.2%	5.8%	17.4%
Physical Education	27.5%	50.7%	7.2%	0.0%	14.5%
Career/Technical Education	27.5%	34.8%	4.3%	4.3%	29.0%
Technology	29.0%	44.9%	5.8%	5.8%	14.5%
Computer Science	29.0%	40.6%	5.8%	4.3%	20.3%
English/Language Arts (reading, writing, speaking, listening)	37.7%	49.3%	2.9%	4.3%	5.8%
Science	37.7%	47.8%	5.8%	1.4%	7.2%
Fine Arts (music, visual arts, dance, drama)	30.4%	43.5%	8.7%	1.4%	15.9%
Health Education	27.5%	42.0%	7.2%	4.3%	18.8%
Mathematics	36.2%	44.9%	8.7%	2.9%	7.2%
Social Studies (history, government, civics, economics)	29.0%	44.9%	10.1%	0.0%	15.9%
Foreign Languages	21.7%	29.0%	10.1%	5.8%	33.3%

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

	Count	Percentage
Strongly Agree	21	30.4%
Agree	35	50.7%
Disagree	4	5.8%
Strongly Disagree	3	4.3%
Not Applicable or No Information	6	8.7%

My child's (children's) counselor informs him/her about career technical opportunities as well as about post-secondary education opportunities.		
	Count	Percentage
Strongly Agree	22	31.9%
Agree	22	31.9%
Disagree	5	7.2%
Strongly Disagree	2	2.9%
Not Applicable or No Information	18	26.1%

Career Technical Education should teach skills that students need to be successful after graduation.		
	Count	Percentage
Strongly Agree	29	42.0%
Agree	31	44.9%
Disagree	3	4.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	8.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	31	44.9%
Agree	29	42.0%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Not Applicable or No Information	4	5.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	35	50.7%
Agree	26	37.7%
Disagree	2	2.9%
Strongly Disagree	4	5.8%
Not Applicable or No Information	2	2.9%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	35	50.7%
Agree	25	36.2%
Disagree	5	7.2%
Strongly Disagree	3	4.3%
Not Applicable or No Information	1	1.4%

Our district provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	29	42.0%
Agree	30	43.5%
Disagree	7	10.1%
Strongly Disagree	1	1.4%
Not Applicable or No Information	2	2.9%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	32	46.4%
Agree	27	39.1%
Disagree	5	7.2%
Strongly Disagree	3	4.3%
Not Applicable or No Information	2	2.9%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	37	13.3%
Checked my child's grades/assignments online	45	16.1%
Been in contact with my child's teacher	55	19.7%
Received a newsletter from the district, school, or teacher	43	15.4%
Worked with a committee or group on school or district policies	7	2.5%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	23	8.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	40	14.3%
Volunteered at my child's school	13	4.7%
Participated in Community Engagement Council at Yazoo County Middle School	3	1.1%
Attended annual Title I meeting	13	4.7%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	28	40.6%
Agree	30	43.5%
Disagree	4	5.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	10.1%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	26	37.7%
Agree	26	37.7%
Disagree	5	7.2%
Strongly Disagree	2	2.9%
Not Applicable or No Information	10	14.5%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	30	43.5%
Agree	29	42.0%
Disagree	4	5.8%
Strongly Disagree	2	2.9%
Not Applicable or No Information	4	5.8%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	30	43.5%
Agree	29	42.0%
Disagree	5	7.2%
Strongly Disagree	3	4.3%
Not Applicable or No Information	2	2.9%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	28	40.6%
Agree	33	47.8%
Disagree	2	2.9%
Strongly Disagree	3	4.3%
Not Applicable or No Information	3	4.3%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	21	30.4%
Agree	35	50.7%
Disagree	5	7.2%
Strongly Disagree	2	2.9%
Not Applicable or No Information	6	8.7%

PRESCHOOL AND KINDERGARTEN

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	30	43.5%
Agree	25	36.2%
Disagree	3	4.3%
Strongly Disagree	2	2.9%
Not Applicable or No Information	9	13.0%

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	39	56.5%
Agree	18	26.1%
Disagree	1	1.4%
Strongly Disagree	1	1.4%
Not Applicable or No Information	10	14.5%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	199	34.6%
Differentiated instruction	143	24.9%
Access to computers and individualized instruction	211	36.7%
Pre-K Program	22	3.8%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	126	29.0%
Agree	239	55.1%
Disagree	26	6.0%
Strongly Disagree	21	4.8%
Not Applicable or No Information	22	5.1%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	56	12.9%
Agree	135	31.1%
Disagree	128	29.5%
Strongly Disagree	92	21.2%
Not Applicable or No Information	23	5.3%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	88	20.3%
Agree	170	39.2%
Disagree	67	15.4%
Strongly Disagree	45	10.4%
Not Applicable or No Information	64	14.7%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	77	17.7%
Agree	209	48.2%
Disagree	61	14.1%
Strongly Disagree	17	3.9%
Not Applicable or No Information	70	16.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	160	36.9%
Agree	218	50.2%
Disagree	19	4.4%
Strongly Disagree	19	4.4%
Not Applicable or No Information	18	4.1%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	78	18.0%
Agree	230	53.0%
Disagree	37	8.5%
Strongly Disagree	22	5.1%
Not Applicable or No Information	67	15.4%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	133	30.6%
Agree	209	48.2%
Disagree	28	6.5%
Strongly Disagree	17	3.9%
Not Applicable or No Information	47	10.8%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	158	36.4%
Agree	195	44.9%
Disagree	36	8.3%
Strongly Disagree	26	6.0%
Not Applicable or No Information	19	4.4%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	152	35.0%
Agree	212	48.8%
Disagree	27	6.2%
Strongly Disagree	24	5.5%
Not Applicable or No Information	19	4.4%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	99	22.8%
Agree	172	39.6%
Disagree	80	18.4%
Strongly Disagree	59	13.6%
Not Applicable or No Information	24	5.5%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	113	26.0%
Agree	219	50.5%
Disagree	42	9.7%
Strongly Disagree	27	6.2%
Not Applicable or No Information	33	7.6%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	174	40.1%
Agree	192	44.2%
Disagree	25	5.8%
Strongly Disagree	24	5.5%
Not Applicable or No Information	19	4.4%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	135	31.1%
Agree	189	43.5%
Disagree	30	6.9%
Strongly Disagree	15	3.5%
Not Applicable or No Information	65	15.0%

Our school (district) is doing a good job in the following areas:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	44.5%	40.8%	6.0%	4.1%	4.6%
Social Studies (history, government, civics, economics)	40.3%	42.9%	6.5%	5.3%	5.1%
Foreign Languages	18.7%	28.3%	13.8%	7.8%	31.3%
Clubs/Programs	38.9%	33.6%	8.3%	6.2%	12.9%
Physical Education	44.0%	37.8%	4.1%	4.4%	9.7%
Career/Technical Education	29.7%	36.6%	7.6%	5.3%	20.7%
Technology	33.4%	43.5%	6.2%	5.3%	11.5%
Computer Science	33.4%	41.5%	8.3%	5.1%	11.8%
English/Language Arts (reading, writing, speaking, listening)	46.5%	40.3%	4.4%	3.7%	5.1%
Science	45.2%	43.3%	4.8%	2.5%	4.1%
Fine Arts (music, visual arts, dance, drama)	29.3%	34.6%	11.3%	8.1%	16.8%
Health Education	35.5%	39.6%	7.1%	4.6%	13.1%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	150	34.6%
Agree	208	47.9%
Disagree	41	9.4%
Strongly Disagree	17	3.9%
Not Applicable or No Information	18	4.1%
Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	115	26.5%
Agree	182	41.9%
Disagree	64	14.7%
Strongly Disagree	49	11.3%
Not Applicable or No Information	24	5.5%
The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	109	25.1%
Agree	224	51.6%
Disagree	38	8.8%
Strongly Disagree	33	7.6%
Not Applicable or No Information	30	6.9%
Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	132	30.4%
Agree	206	47.5%
Disagree	28	6.5%
Strongly Disagree	25	5.8%
Not Applicable or No Information	43	9.9%
Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	106	24.4%
Agree	188	43.3%
Disagree	56	12.9%
Strongly Disagree	36	8.3%
Not Applicable or No Information	48	11.1%

My school informs me about Career Technical Education opportunities.		
	Count	Percentage
Strongly Agree	86	19.9%
Agree	176	40.7%
Disagree	65	15.0%
Strongly Disagree	26	6.0%
Not Applicable or No Information	79	18.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	125	28.8%
Agree	215	49.5%
Disagree	40	9.2%
Strongly Disagree	13	3.0%
Not Applicable or No Information	41	9.4%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	117	27.0%
Agree	210	48.4%
Disagree	39	9.0%
Strongly Disagree	15	3.5%
Not Applicable or No Information	53	12.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	123	28.3%
Agree	179	41.2%
Disagree	64	14.7%
Strongly Disagree	43	9.9%
Not Applicable or No Information	25	5.8%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	118	27.2%
Agree	204	47.0%
Disagree	41	9.4%
Strongly Disagree	18	4.1%
Not Applicable or No Information	53	12.2%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	100	23.0%
Agree	162	37.3%
Disagree	42	9.7%
Strongly Disagree	48	11.1%
Not Applicable or No Information	82	18.9%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	139	32.0%
Agree	204	47.0%
Disagree	32	7.4%
Strongly Disagree	20	4.6%
Not Applicable or No Information	39	9.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	116	26.7%
Agree	202	46.5%
Disagree	41	9.4%
Strongly Disagree	40	9.2%
Not Applicable or No Information	35	8.1%

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

	Count	Percentage
Strongly Agree	99	22.8%
Agree	204	47.0%
Disagree	67	15.4%
Strongly Disagree	37	8.5%
Not Applicable or No Information	27	6.2%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	119	27.4%
Agree	219	50.5%
Disagree	32	7.4%
Strongly Disagree	17	3.9%
Not Applicable or No Information	47	10.8%

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

	Count	Percentage
Strongly Agree	119	27.4%
Agree	217	50.0%
Disagree	45	10.4%
Strongly Disagree	22	5.1%
Not Applicable or No Information	31	7.1%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	116	26.7%
Agree	212	48.8%
Disagree	40	9.2%
Strongly Disagree	19	4.4%
Not Applicable or No Information	47	10.8%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	172	39.6%
Agree	182	41.9%
Disagree	26	6.0%
Strongly Disagree	18	4.1%
Not Applicable or No Information	36	8.3%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	95	21.9%
Agree	188	43.3%
Disagree	54	12.4%
Strongly Disagree	31	7.1%
Not Applicable or No Information	66	15.2%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	114	26.3%
Agree	202	46.5%
Disagree	51	11.8%
Strongly Disagree	30	6.9%
Not Applicable or No Information	37	8.5%

DISTRICT ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	1	12.5%
Differentiated instruction	1	12.5%
Access to computers and individualized instruction	3	37.5%
Pre-K Program	3	37.5%

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

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

Student behavior is rarely a problem.

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

Federal funds are used effectively at my school.

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

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

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

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	4	66.7%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	3	50.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	1	16.7%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	2	33.3%
Not Applicable or No Information	0	0.0%

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

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

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	1	16.7%
Agree	5	83.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.

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

Teachers hold high expectations for student learning.

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

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	3	50.0%
Agree	2	33.3%
Disagree	0	0.0%
Strongly Disagree	1	16.7%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Fine Arts (music, visual arts, dance, drama)	50.0%	16.7%	16.7%	16.7%	0.0%
Health Education	33.3%	50.0%	16.7%	0.0%	0.0%
Mathematics	33.3%	66.7%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	33.3%	33.3%	16.7%	0.0%	16.7%
Foreign Languages	33.3%	0.0%	33.3%	0.0%	33.3%
Clubs/Programs	50.0%	50.0%	0.0%	0.0%	0.0%
Physical Education	33.3%	50.0%	0.0%	16.7%	0.0%
Career/Technical Education	33.3%	33.3%	16.7%	0.0%	16.7%
Technology	50.0%	33.3%	0.0%	16.7%	0.0%
Computer Science	33.3%	66.7%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	33.3%	50.0%	16.7%	0.0%	0.0%
Science	33.3%	50.0%	0.0%	16.7%	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	4	66.7%
Agree	1	16.7%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	83.3%
Agree	1	16.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	3	50.0%
Agree	2	33.3%
Disagree	1	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	2	33.3%
Agree	2	33.3%
Disagree	2	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	2	33.3%
Agree	3	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	16.7%

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

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

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

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

DISTRICT COMMUNITY SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	3	25.0%
Differentiated instruction	3	25.0%
Access to computers and individualized instruction	3	25.0%
Pre-K Program	3	25.0%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	71.4%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	71.4%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	1	8.3%
Supporting college and career counseling	3	25.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	3	25.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	16.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	3	25.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	3	15.0%
Providing school-based mental health services and counseling	2	10.0%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	2	10.0%
Establishing or improving dropout prevention	2	10.0%
Supporting re-entry programs and transition services for Justice-involved youth	0	0.0%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	10.0%
Implementing systems and practices to prevent bullying and harassment	2	10.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	3	15.0%
Establishing community partnerships	4	20.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	2	15.4%
Building technological capacity and infrastructure	2	15.4%
Carrying out innovative blended learning projects	1	7.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	5	38.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	3	23.1%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

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

	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers and administrators in our school consistently enforce school rules.

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

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

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

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

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

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	2	28.6%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	28.6%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

I feel our students get high-quality instruction in math and reading.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	5	71.4%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Mathematics	28.6%	71.4%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	42.9%	57.1%	0.0%	0.0%	0.0%
Foreign Languages	14.3%	57.1%	0.0%	0.0%	28.6%
Clubs/Programs	14.3%	71.4%	0.0%	0.0%	14.3%
Physical Education	14.3%	85.7%	0.0%	0.0%	0.0%
Career/Technical Education	28.6%	42.9%	14.3%	0.0%	14.3%
Technology	28.6%	71.4%	0.0%	0.0%	0.0%
Computer Science	42.9%	57.1%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	28.6%	57.1%	14.3%	0.0%	0.0%
Science	42.9%	57.1%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	71.4%	0.0%	0.0%	28.6%
Health Education	0.0%	71.4%	0.0%	0.0%	28.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	5	71.4%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I keep current with news about the school, as reported by the local media and/or district social media.		
	Count	Percentage
Strongly Agree	3	42.9%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I understand the mission of the school in our community.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The goals of the school are consistent with local values held by the community.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	2	28.6%

School board members represent our community well and are attentive to community input.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	3	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	42.9%

School sports and extracurricular programs are important features in our community.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%
In our community parents are involved in their children's education.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%
Our schools have a positive impact on the community's property values.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	1	14.3%
The quality of our schools helps the area attract and retain business.		
	Count	Percentage
Strongly Agree	2	28.6%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%
The amount of money spent to support the schools in our community is worth the investment.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	2	28.6%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	1	14.3%
Agree	4	57.1%
Disagree	1	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	14.3%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	4	57.1%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	2	28.6%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	7	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	6	85.7%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	4	57.1%
Agree	2	28.6%
Disagree	0	0.0%
Strongly Disagree	1	14.3%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Community members offered limited responses to the open-ended questions, but some expressed appreciation for the district's role in supporting students and helping bring the community together. Suggestions for improvement were general in nature, with respondents encouraging continued progress and expressing a desire to keep elementary and pre-kindergarten programs in their current locations.

NOTES

BENTONIA GIBBS SCHOOL

INTRODUCTION



Bentonia Gibbs School, located at 10340 MS 433 in Bentonia, Mississippi, serves three hundred eighty-two (382) students in Prekindergarten through fifth grade (PK-5) as part of the Yazoo County School District. Led by its principal, Mrs. Andrea Edgecombe, and its assistant principal, Mrs. Brianna Walker, BGS is recognized for its commitment to academic achievement, student growth, and community involvement. The school provides a supportive learning environment where teachers focus on building strong foundational skills in literacy, mathematics, science, and social studies while fostering character development and leadership. In her online address, Principal Edgecombe stated, "I will work with all stakeholders to ensure that our students are the best they can be academically and as human beings. We are one team with one goal!"



In 2025, BGS received a "B" accountability rating from MDE for the third consecutive year. Along with its commitment to academic excellence, the school offers students the opportunity to participate in basketball, cheerleading, and Jr. Beta Club, helping them develop leadership skills, teamwork, and school pride. BGES also regularly hosts family engagement activities, literacy events, academic celebrations, and community programs that strengthen connections between home and school.

According to the school website, the mission of Betonia Gibbs School is "to meet students where they are academically, socially, emotionally, and physically, and to provide a safe, nurturing environment in which each child is able to grow to his/her full potential as a reader, a problem solver, and a citizen of the 21st century."

ENROLLMENT AND ATTENDANCE

ENROLLMENT

BENTONIA GIBBS SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	409	403	375	379	382
PK	34	*	*	33	40
K	44	65	50	56	54
GR_01	60	50	63	59	65
GR_02	55	52	62	66	63
GR_03	66	66	43	59	58
GR_04	67	55	63	41	57
GR_05	67	70	52	65	45
					(MDE, 2025m)

**FERPA laws require MDE to mask some numbers to prevent the identification of individuals in small cells or with unique characteristics.*

Figure 79: Bentonia Gibbs School Enrollment by Grade Level

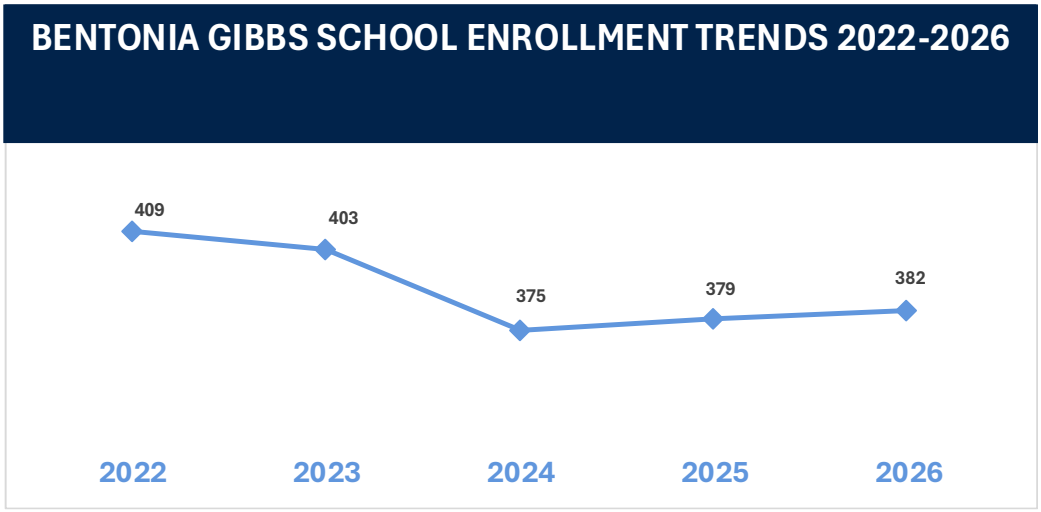


Figure 80: Bentonia Gibbs School Enrollment Trends 2022-2026

BENTONIA GIBBS SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	409	403	375	379	382
GENDER	FEMALE	195	200	187	182	175
	MALE	214	203	188	197	207
RACE	ASIAN	*	*	*	*	*
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES	32	36	38	37	38
	WHITE	222	229	211	205	213
						(MDE, 2025m)

Figure 81: Bentonia Gibbs School Enrollment by Demographic Group

BENTONIA GIBBS SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	35.7%	31.4%	-4.3%
TWO OR MORE RACES	7.8%	9.9%	2.1%
WHITE	54.3%	55.8%	1.5%

Figure 82: Bentonia Gibbs School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

BENTONIA GIBBS SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	339.1	317.2	357.7
PK			34.1
K	58.7	47.5	51.7
GR_01	47.3	57.6	53.9
GR_02	48.6	57.2	62.5
GR_03	61.0	40.5	53.7
GR_04	49.3	58.4	39.5
GR_05	64.7	47.5	62.3
(MDE, 2023o, 2024q, 2025s)			

Figure 83: Bentonia Gibbs School Average Daily Attendance

BENTONIA GIBBS SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	84.1%	84.6%	94.4%
PK			103.4%
K	90.4%	94.9%	92.3%
GR_01	94.6%	91.5%	91.4%
GR_02	93.4%	92.3%	94.6%
GR_03	92.5%	94.2%	91.1%
GR_04	89.6%	92.7%	96.3%
GR_05	92.5%	91.3%	95.8%
(MDE, 2023o, 2024q, 2025m, 2025s)			

***Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9. MDE masks some numbers due to FERPA laws.**

Figure 84: Bentonia Gibbs School Estimated Average Daily Attendance as Percentage of Enrollment



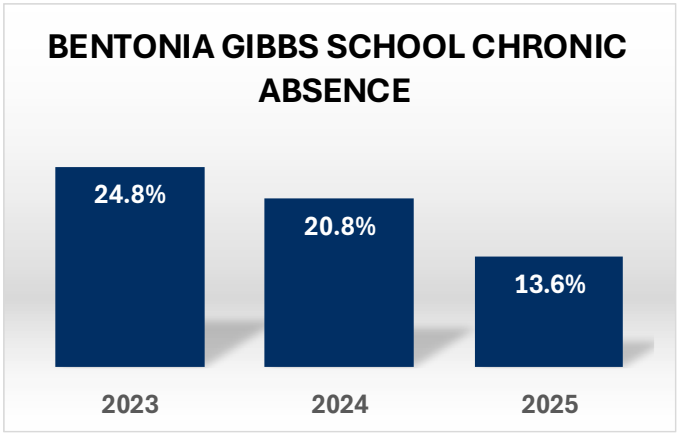


Figure 85: Bentonia Gibbs School Chronic Absence

BENTONIA GIBBS SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	24.8	20.8	13.6
GENDER	FEMALE	23.7	20.7	15.6
	MALE	25.8	21.0	11.8
DISABILITY	STUDENTS WITH DISABILITIES	30.5	23.7	12.6
	STUDENTS WITHOUT DISABILITIES	23.2	20.0	13.9
EL	LIMITED ENGLISH PROFICIENCY	≤5%	≤5%	≤5%
RACE	ASIAN	≤5%	≤5%	≤5%
	BLACK OR AFRICAN AMERICAN	25.7	15.2	12.0
	HISPANIC OR LATINO	≤5%	≤5%	20.0
	TWO OR MORE RACES	29.7	22.0	18.8
	WHITE	23.7	23.8	13.9
				(MDE, 2026f)

Figure 86: Bentonia Gibbs School Chronic Absence by Demographic Group

BGS Enrollment and Attendance Takeaways

Total enrollment declined from 409 students in 2022 to a low of 375 in 2024 before rebounding to 382 students in 2026, suggesting that the school has recovered much of its recent enrollment loss. Grade-level trends reveal **notable variation across cohorts**. First grade grew from 50 students in 2023 to 65 in 2026, while fourth grade increased from 41 students in 2025 to 57 in 2026. Conversely, fifth-grade enrollment declined from 70 students in 2023 to 45 in 2026. Prekindergarten enrollment also strengthened, rising from 33 students in 2025 to 40 in 2026, indicating healthy early-childhood participation. Demographically, the **student population remains predominantly White**, increasing from 54.3% of enrollment in 2022 to 55.8% in 2026, while the proportion of Black or African American students decreased slightly from 35.7% to 31.4%. Overall, enrollment patterns suggest a school that has stabilized and begun modest growth after a period of decline.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

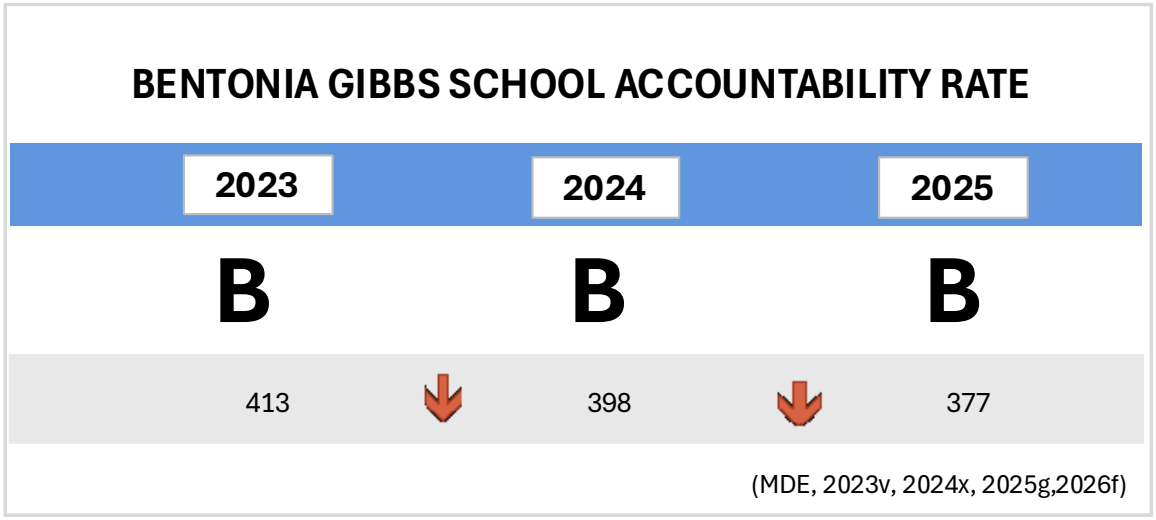


Figure 87: Bentonia Gibbs School Accountability Rating

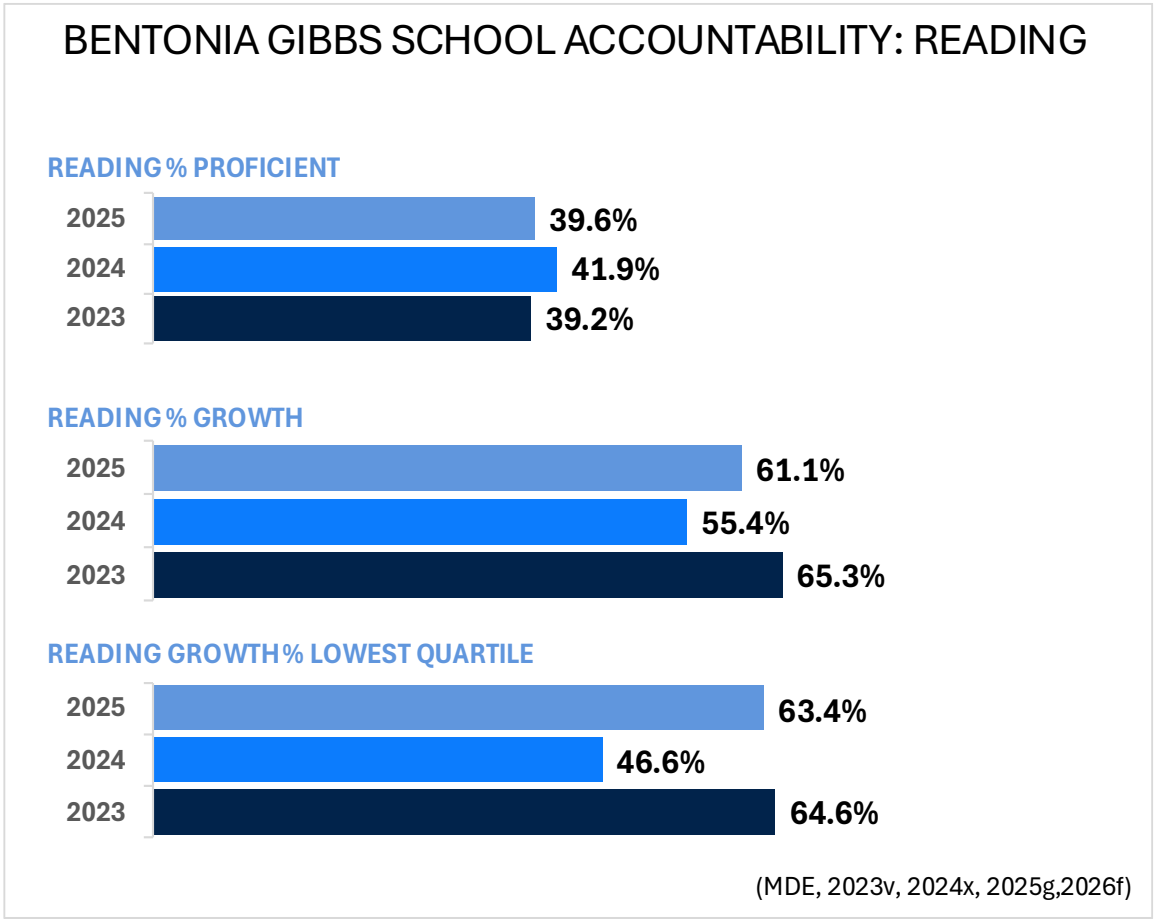


Figure 88: Bentonia Gibbs School Accountability: Reading

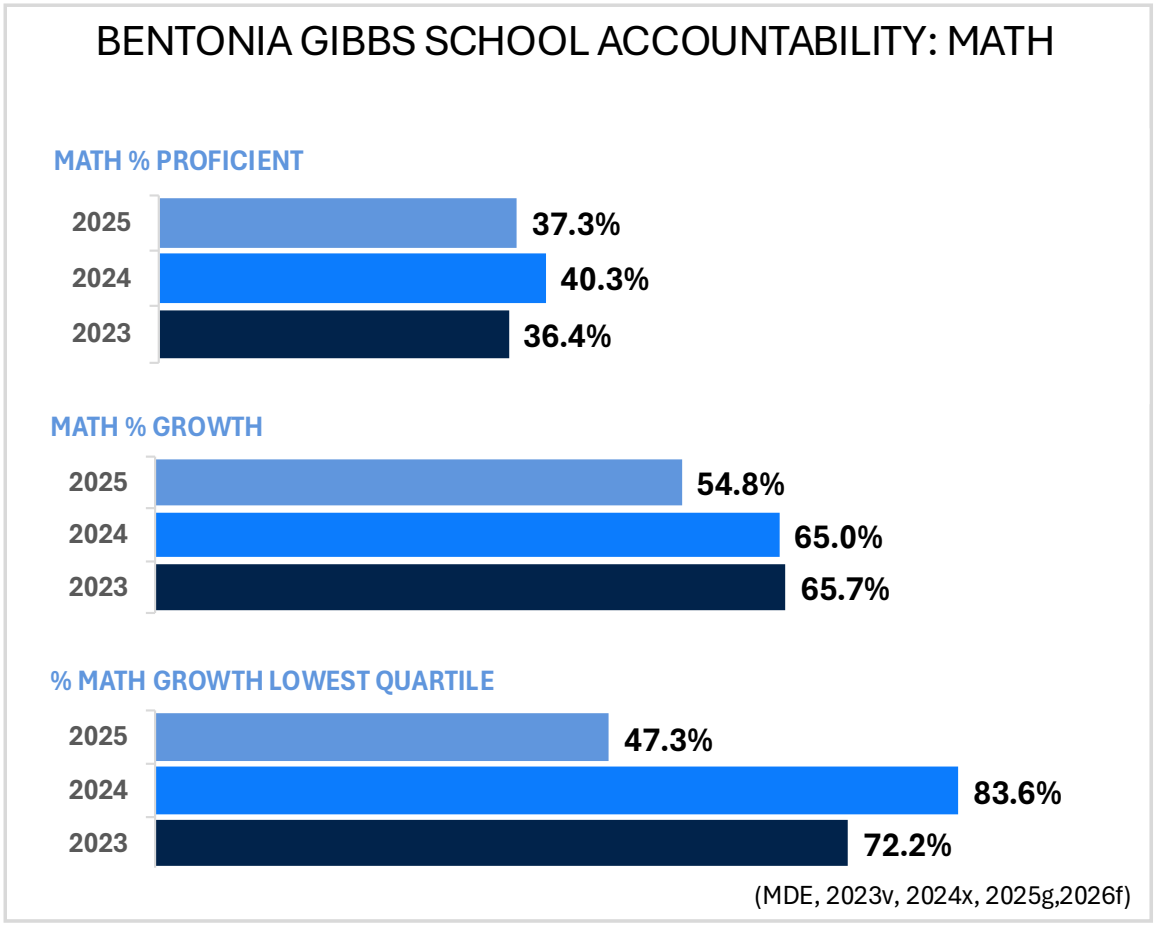


Figure 89: Bentonia Gibbs School Accountability: Math

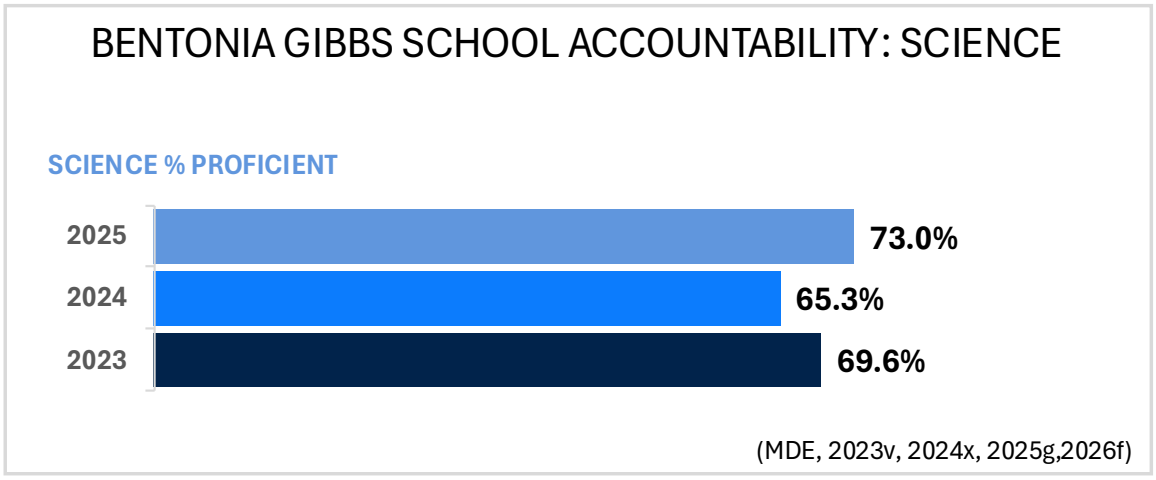


Figure 90: Bentonia Gibbs School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

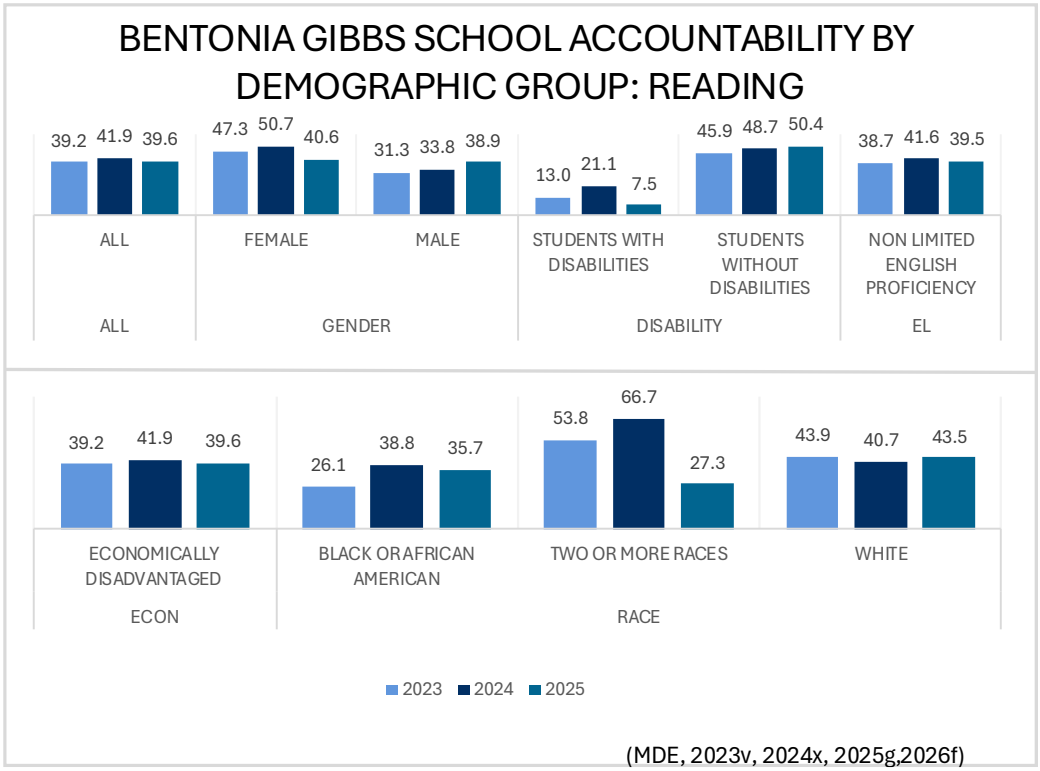


Figure 91: Bentonia Gibbs School Accountability by Demographic Group: Reading

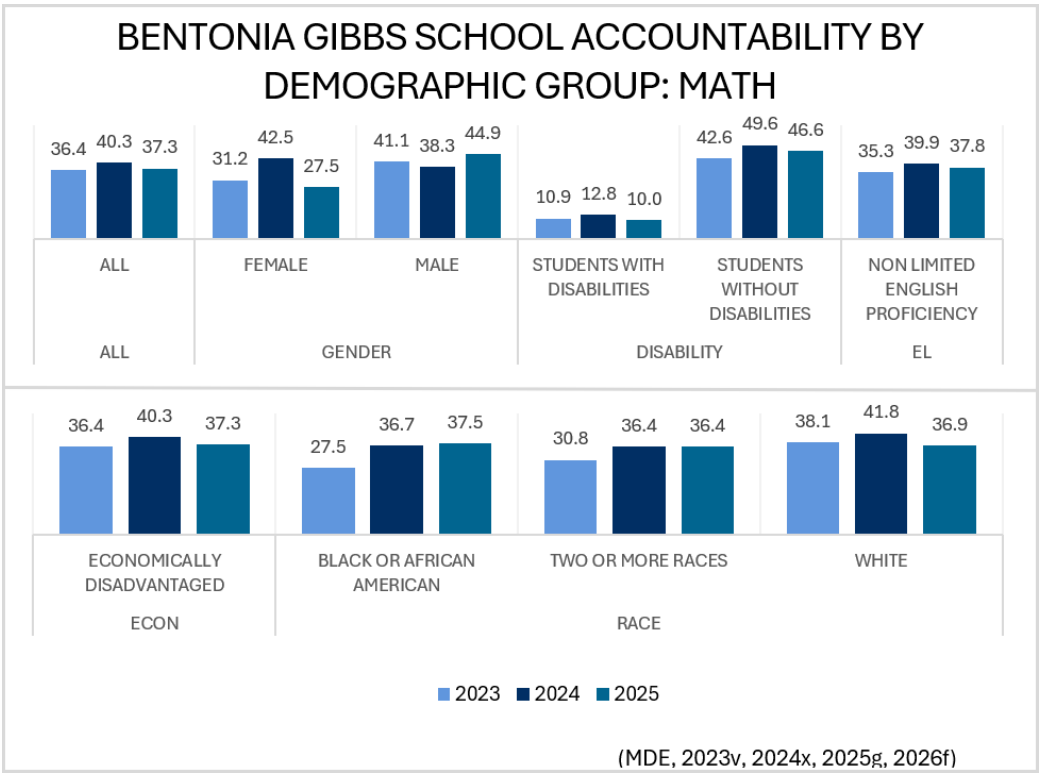


Figure 92: Bentonia Gibbs School Accountability by Demographic Group: Math

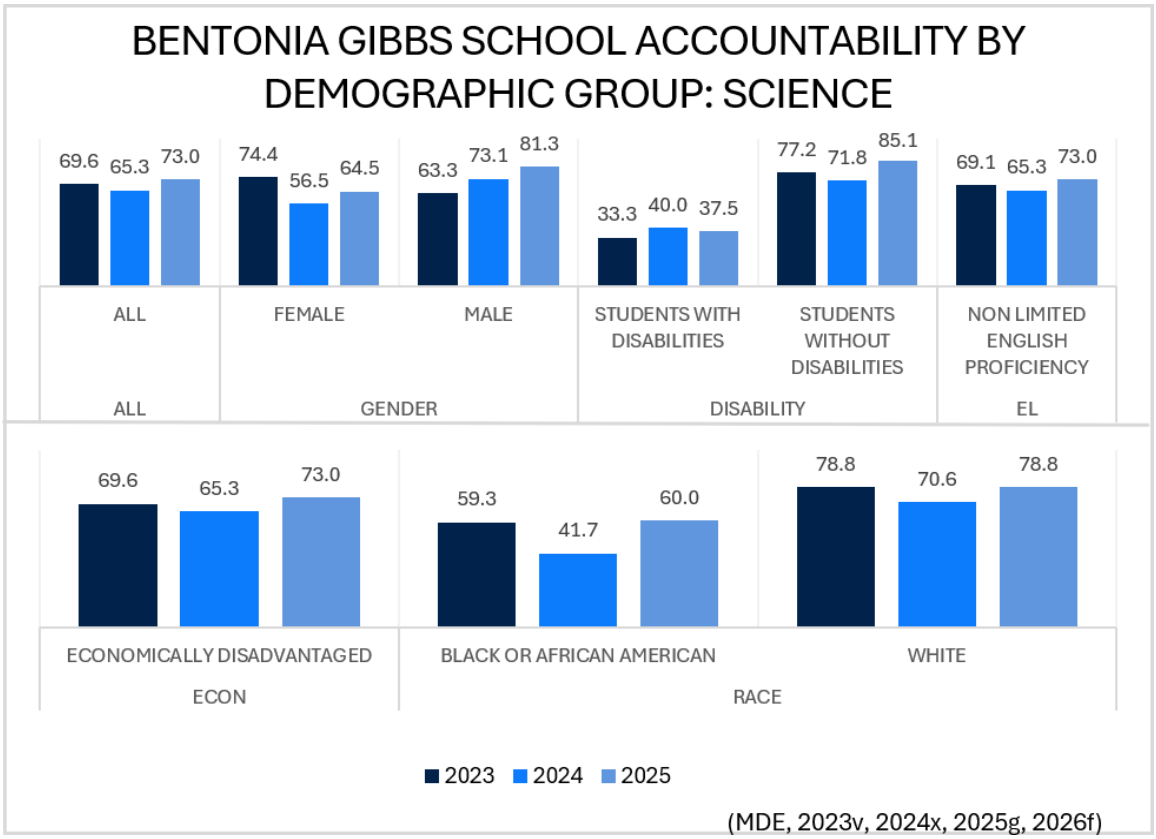


Figure 93: Bentonia Gibbs School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

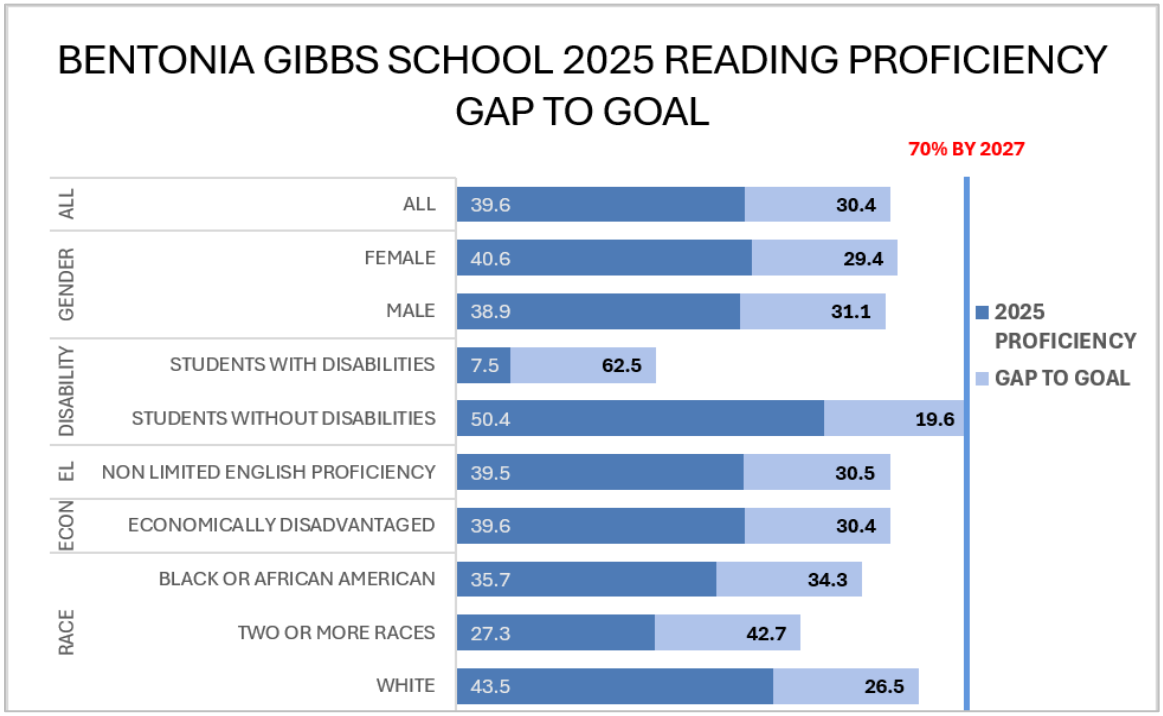


Figure 94: Bentonia Gibbs School 2025 Reading Proficiency Gap to Goal

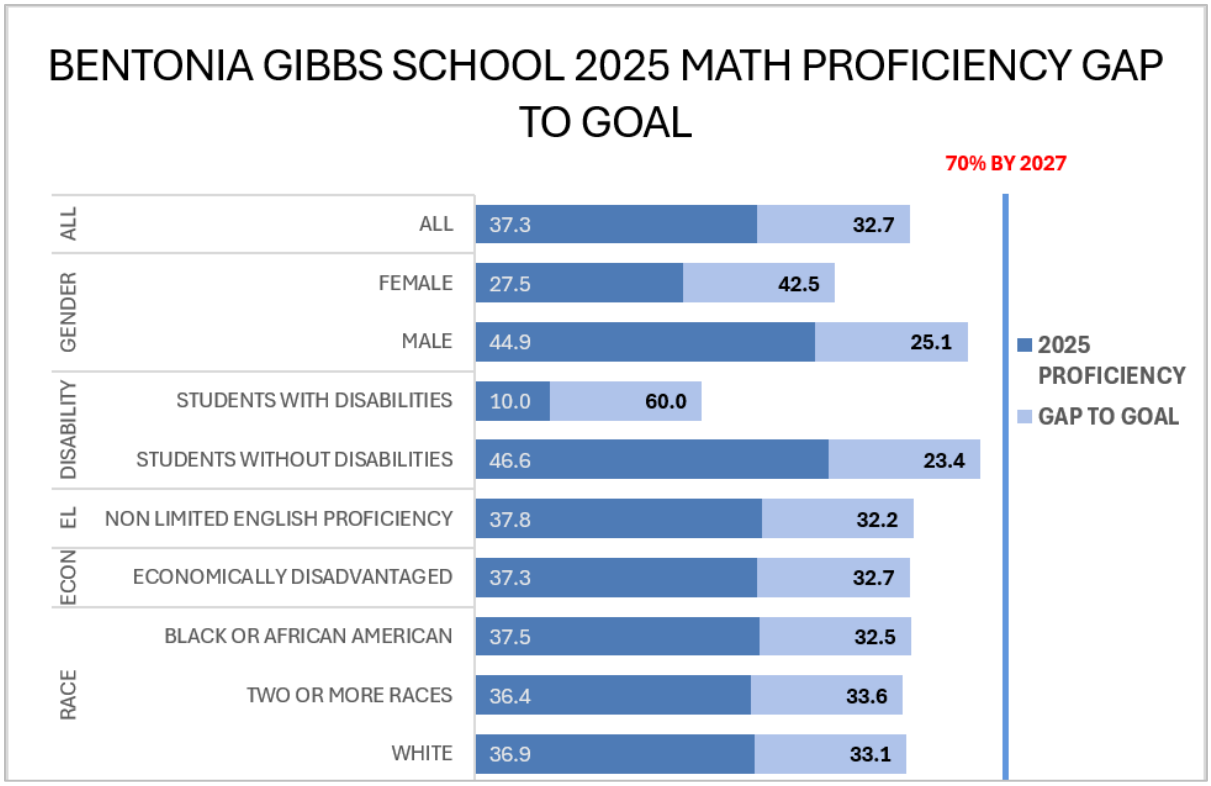


Figure 95: Bentonia Gibbs School 2025 Math Proficiency Gap to Goal

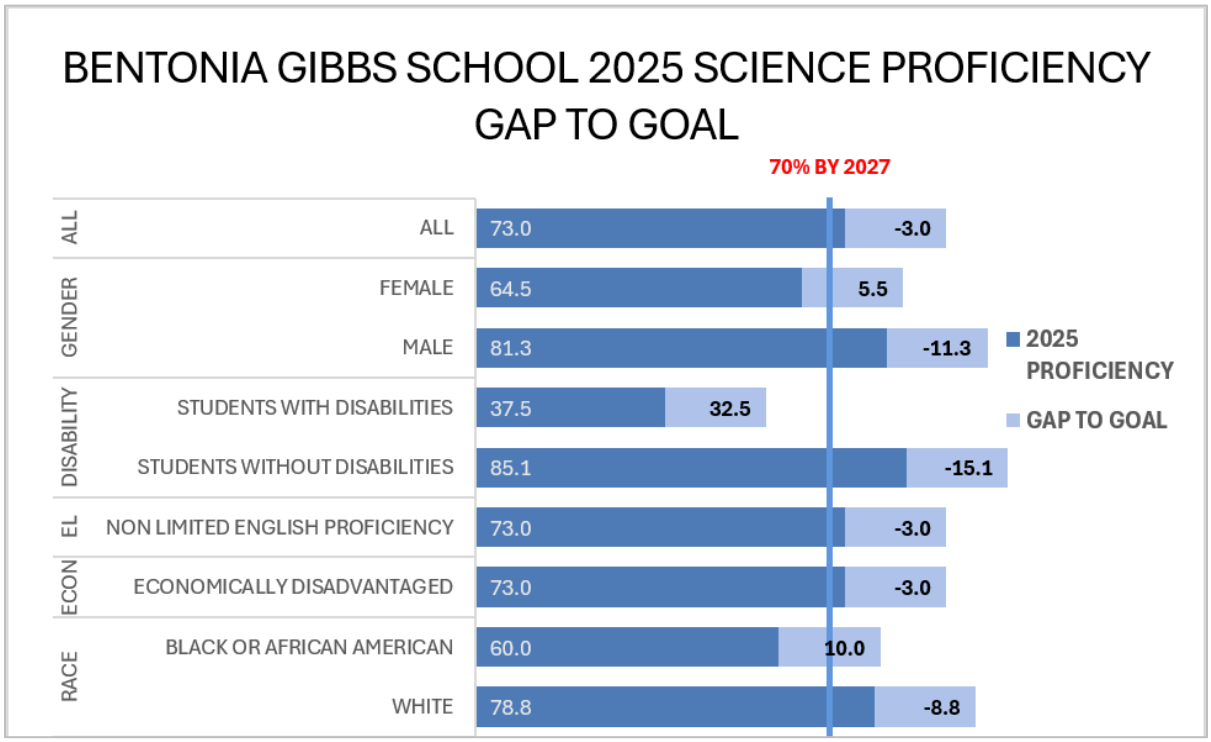


Figure 96: Bentonia Gibbs School 2025 Science Proficiency Gap to Goal

SCHOOL IMPROVEMENT

Bentonia Gibbs School was reidentified in 2026 as a **Targeted Support and Improvement (TSI)** school due to the performance of **students with disabilities** in reading/language arts.

BGS Accountability Takeaways

Bentonia Gibbs School shows **particularly strong outcomes in science** and areas of continued growth in reading and mathematics. Reading accountability increased from 39.2% in 2023 to 41.9% in 2024 before settling at 39.6% in 2025, while math followed a similar pattern, rising from 36.4% to 40.3% before ending at 37.3%. **Science remains a clear strength**, improving from 69.6% in 2023 to 73.0% in 2025 and surpassing the state's long-term proficiency target of 70%. **Student subgroup data reveal notable disparities.** Students without disabilities achieved 50.4% proficiency in reading and 46.6% in math, compared to 7.5% and 10.0%, respectively, for students with disabilities. Reading performance among White students reached 43.5%, while Black or African American students scored 35.7%. In science, however, several groups exceeded accountability goals, including White students at 78.8% and students without disabilities at 85.1%. Despite these strengths, **substantial gaps remain in reading and math**, particularly for students with disabilities, resulting in the school's reidentification as a **Targeted School Improvement (TSI) school** in 2026. Overall, the data suggests strong science achievement alongside a need for focused intervention in literacy and mathematics.



ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

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

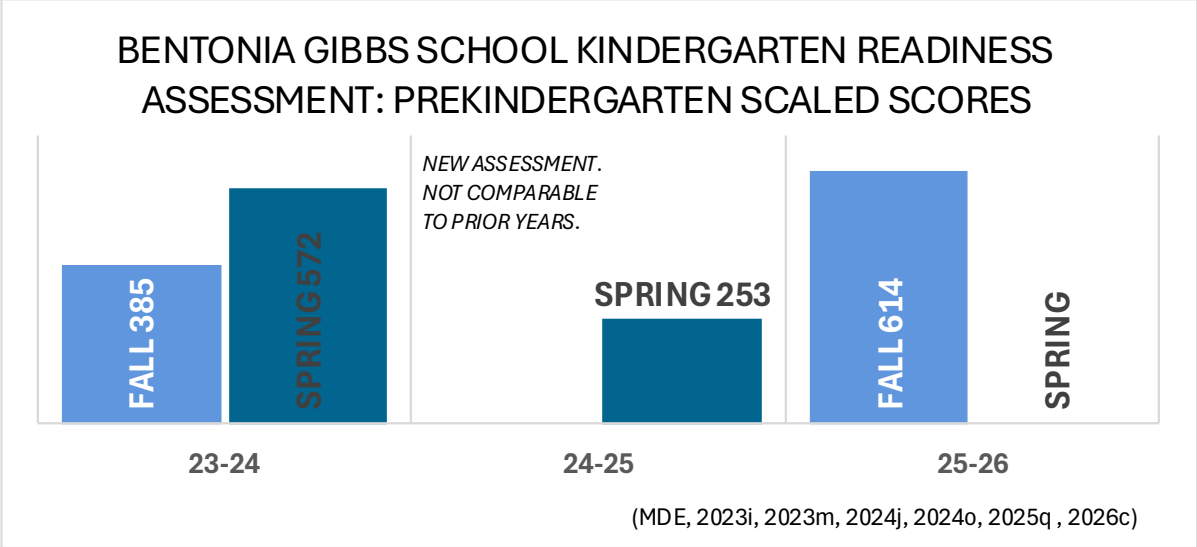


Figure 97: Bentonia Gibbs School Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

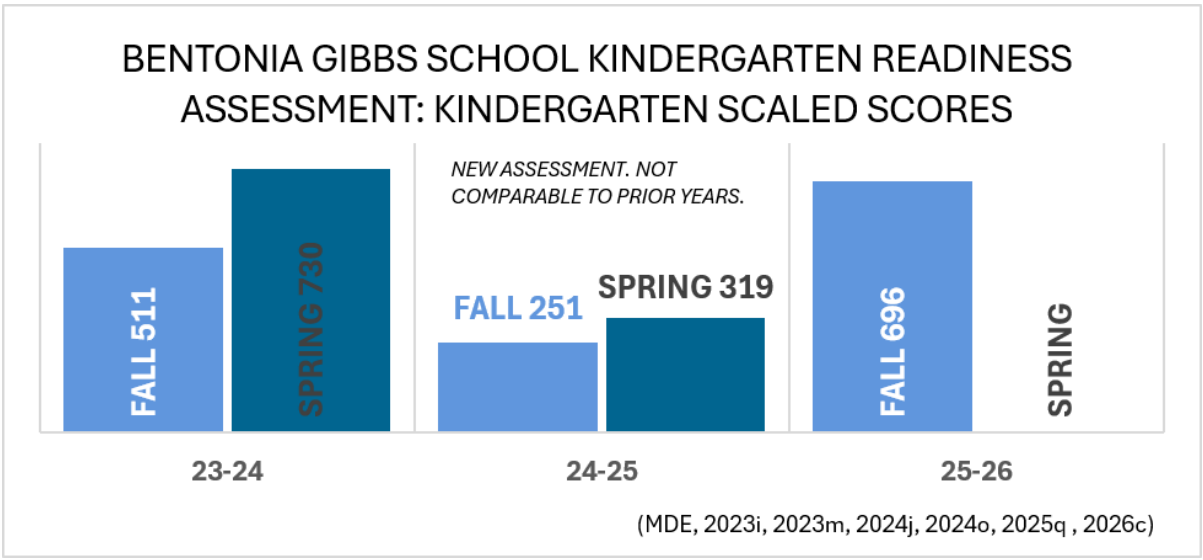


Figure 98: Bentonia Gibbs School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

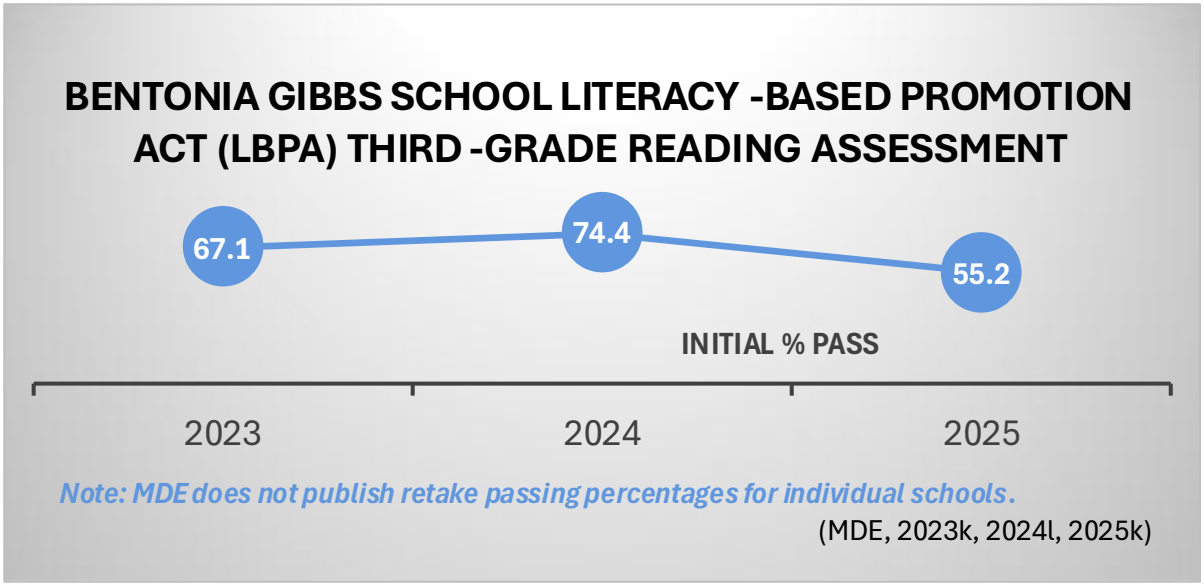


Figure 99: Bentonia Gibbs School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

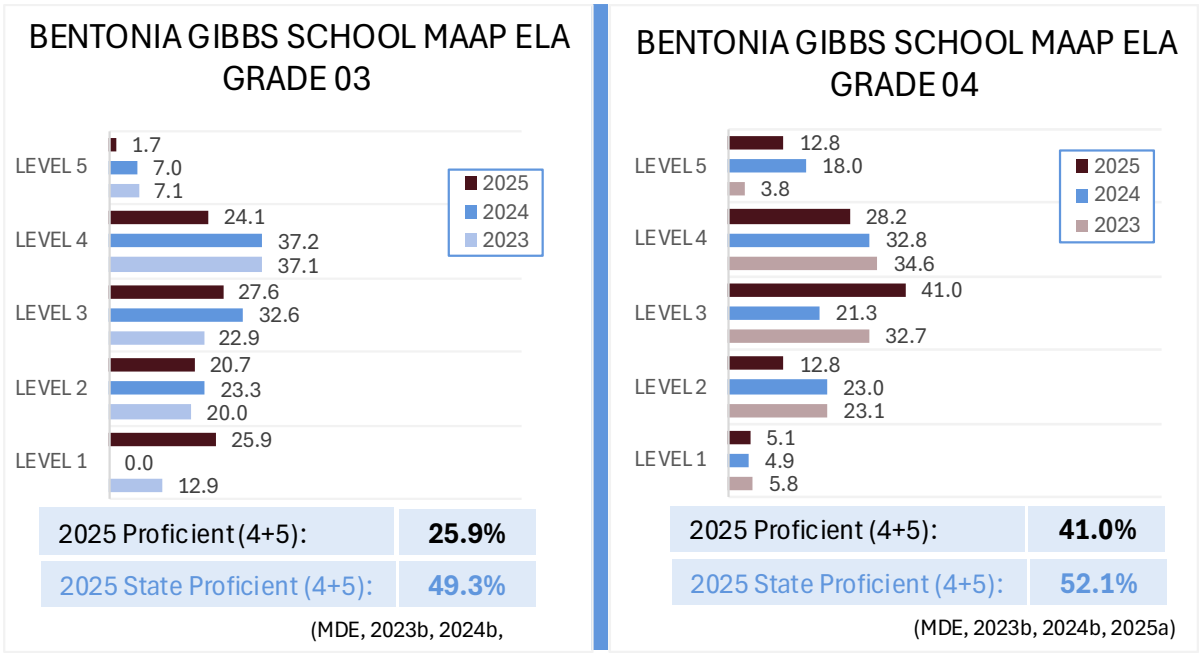


Figure 100: Bentonia Gibbs School MAAP ELA Grades 3 and 4

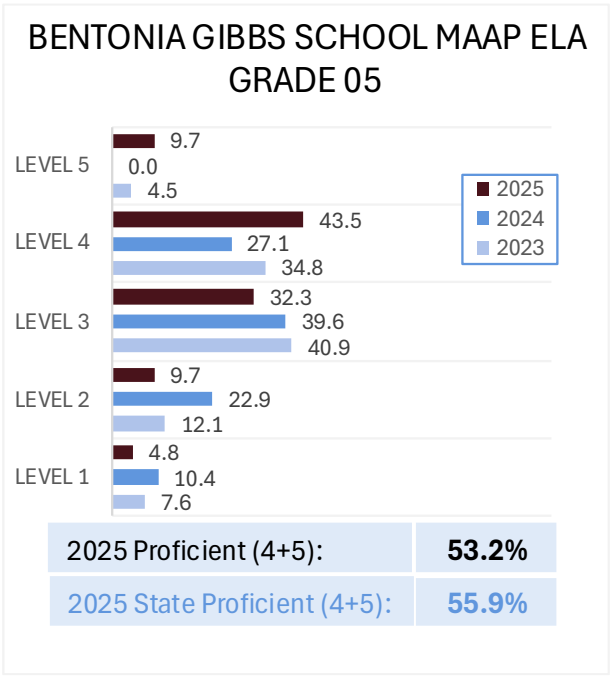
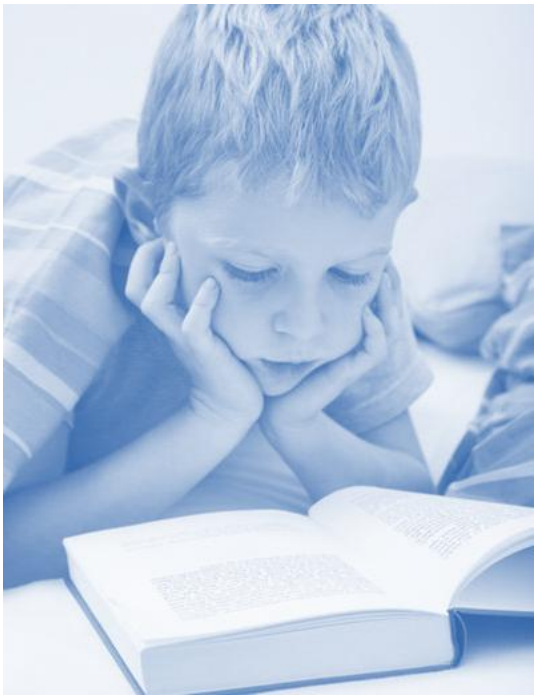


Figure 101: Bentonia Gibbs School MAAP ELA Grade 5



MAAP MATH

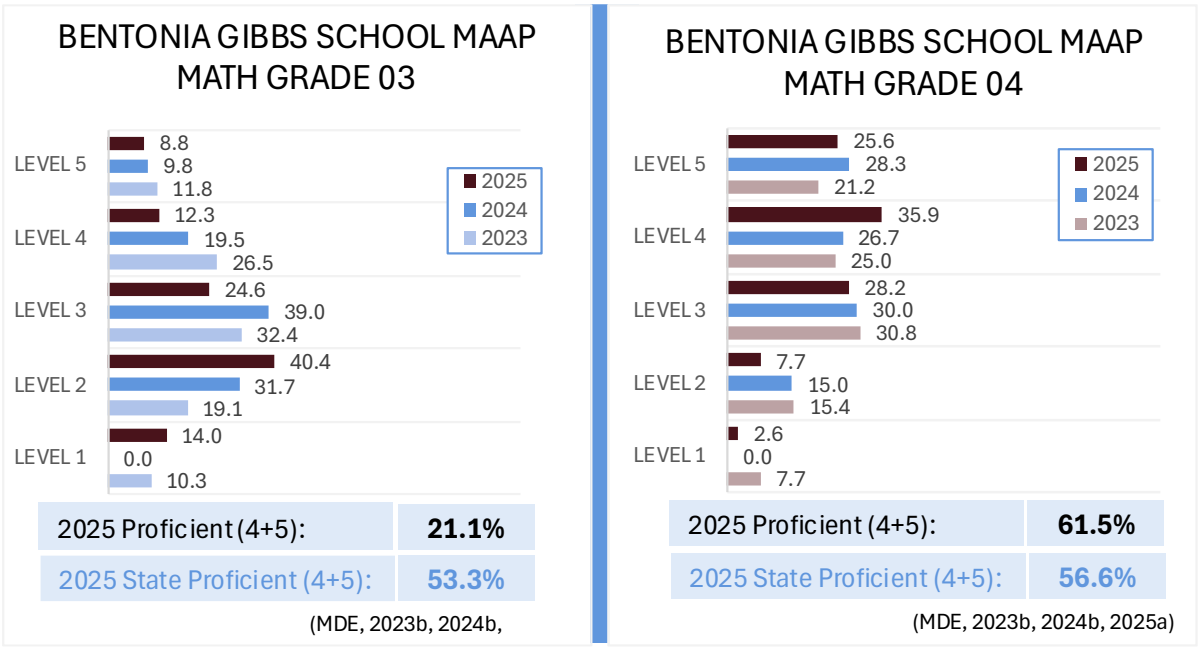


Figure 102: Bentonia Gibbs School MAAP Math Grades 3 and 4

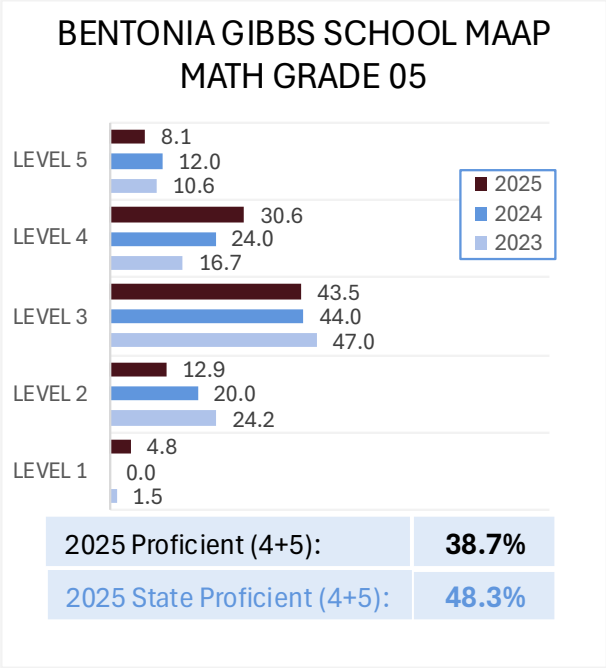
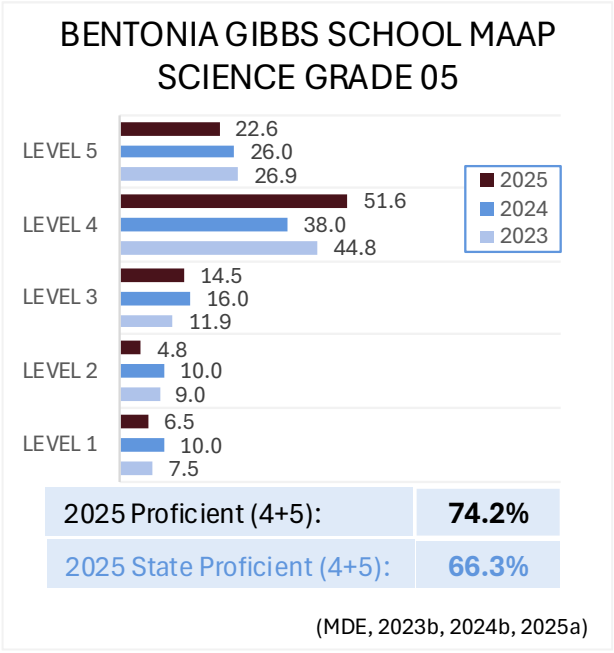


Figure 103: Bentonia Gibbs School MAAP Math Grade 5



MAAP SCIENCE





(MDE, 2023b, 2024b, 2025a)

Figure 104: Bentonia Gibbs School MAAP Science Grade 5

BGS Assessment Takeaways

At Bentonia Gibbs School, early literacy indicators show positive progress, with kindergarten readiness scores increasing from 511 to 730 during the 2023–24 school year and improving from 251 to 319 during 2024–25. This demonstrates meaningful growth within the school year despite changes in assessment systems.

On state assessments, **fifth-grade science stands out** as the school's strongest academic area. In 2025, 74.2% of fifth graders scored at the proficient or advanced levels, exceeding the statewide proficiency rate of 66.3%. Science performance has also improved over time, rising from 71.7% proficiency in 2024 to 74.2% in 2025. Fifth-grade ELA was another relative strength, with 53.2% of students reaching proficiency, only slightly below the state average of 55.9%.

Mathematics results were more varied. **Fourth-grade math posted an impressive 61.5**% proficiency rate, surpassing the state average of 56.6%. However, **third-grade math proficiency was just 21.1%**, well below the state rate of 53.3%, indicating a significant challenge in the early elementary grades. Fifth-grade math proficiency reached 38.7%, trailing the statewide average of 48.3%.

ELA performance also showed variation by grade level. While fifth grade achieved 53.2% proficiency, fourth grade posted 44.6% proficiency and third grade remained below the state average.

PERSONNEL

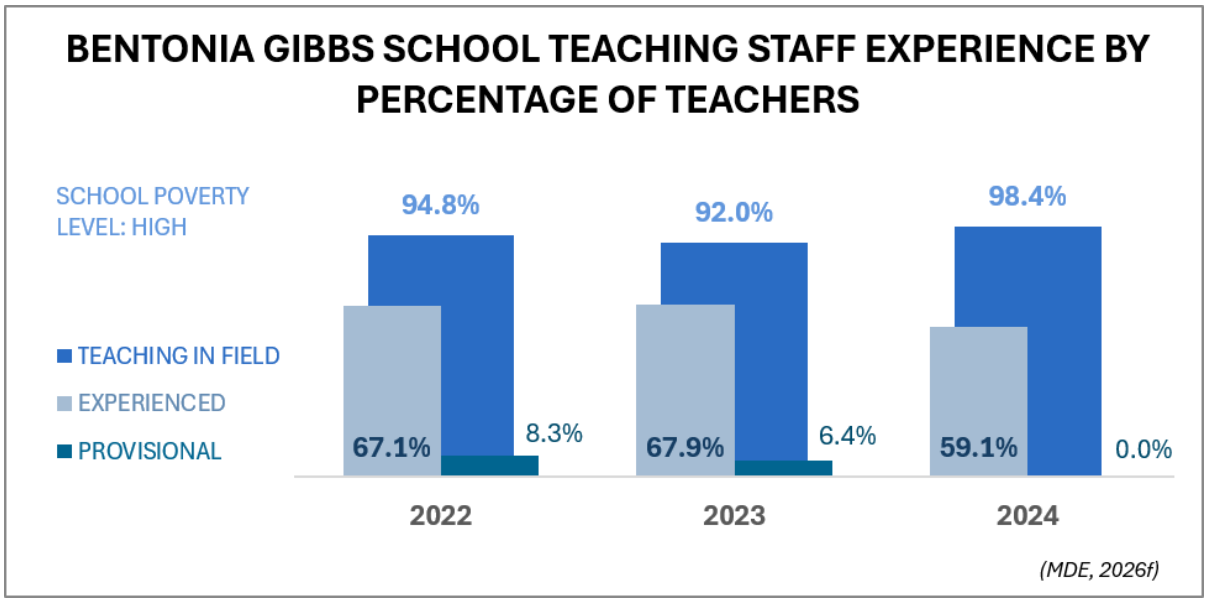


Figure 105: Bentonia Gibbs School Teaching Staff Experience by Percentage of Teachers

BENTONIA GIBBS CNA SURVEY

INTRODUCTION

Thirty-four (34) faculty members, twenty-four (24) parents, and one hundred fourteen (114) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

BENTONIA GIBBS FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	14	24.6%
Differentiated instruction	10	17.5%
Access to computers and individualized instruction	17	29.8%
Pre-K Program	16	28.1%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	15	44.1%
Agree	18	52.9%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	2	5.9%
Agree	6	17.6%
Disagree	14	41.2%
Strongly Disagree	12	35.3%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	15	44.1%
Agree	17	50.0%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	12	35.3%
Agree	20	58.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

I use student assessment data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	18	52.9%
Agree	10	29.4%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	14.7%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments	55.9%	32.4%	0.0%	0.0%	11.8%
Closing the achievement gap between diverse groups of students	44.1%	35.3%	5.9%	0.0%	14.7%
Effective classroom management	41.2%	47.1%	2.9%	2.9%	5.9%
Teaching special needs students	35.3%	47.1%	0.0%	0.0%	17.6%
Providing instruction to students with limited English proficiency to improve their language and academic skills	26.5%	38.2%	2.9%	0.0%	32.4%

I contact parents every week.		
	Count	Percentage
Strongly Agree	14	41.2%
Agree	14	41.2%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	4	11.8%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	17	50.0%
Agree	16	47.1%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	10	18.9%
Supporting college and career counseling	9	17.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	15	28.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	9	17.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	18.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	17	16.3%
Providing school-based mental health services and counseling	16	15.4%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	13	12.5%
Establishing or improving dropout prevention	5	4.8%
Supporting re-entry programs and transition services for Justice-involved youth	8	7.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	6.7%
Implementing systems and practices to prevent bullying and harassment	13	12.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	15	14.4%
Establishing community partnerships	10	9.6%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	18	31.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
Building technological capacity and infrastructure	7	12.1%
Carrying out innovative blended learning projects	7	12.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	17	29.3%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	15.5%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	8	23.5%
Agree	20	58.8%
Disagree	1	2.9%
Strongly Disagree	2	5.9%
Not Applicable or No Information	3	8.8%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	11	32.4%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	7	20.6%

Teachers receive adequate technology training and assistance with software trouble-shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	6	17.6%
Agree	17	50.0%
Disagree	6	17.6%
Strongly Disagree	3	8.8%
Not Applicable or No Information	2	5.9%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	9	26.5%
Agree	22	64.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%
My biggest equipment needs are:		
	Count	Percentage
Computers	8	16.7%
Software	6	12.5%
Mobile laptop computers	3	6.2%
Listening centers	11	22.9%
Interactive white board	1	2.1%
Classroom response system (clickers)	11	22.9%
Digital slates (e.g. iPad, Microsoft Pro)	8	16.7%
Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	18	52.9%
Agree	12	35.3%
Disagree	3	8.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%
Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	16	47.1%
Agree	16	47.1%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	7	20.6%
Agree	22	64.7%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	2	5.9%
Agree	26	76.5%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	3	8.8%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	15	44.1%
Agree	17	50.0%
Disagree	1	2.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	7	20.6%
Agree	21	61.8%
Disagree	3	8.8%
Strongly Disagree	1	2.9%
Not Applicable or No Information	2	5.9%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Computer Science	11.8%	61.8%	2.9%	8.8%	14.7%
English/Language Arts (reading, writing, speaking, listening)	38.2%	55.9%	0.0%	0.0%	5.9%
Science	32.4%	58.8%	2.9%	0.0%	5.9%
Fine Arts (music, visual arts, dance, drama)	8.8%	61.8%	8.8%	2.9%	17.6%
Health Education	17.6%	50.0%	14.7%	0.0%	17.6%
Mathematics	38.2%	50.0%	2.9%	2.9%	5.9%
Social Studies (history, government, civics, economics)	23.5%	52.9%	14.7%	0.0%	8.8%
Foreign Languages	11.8%	32.4%	14.7%	5.9%	35.3%
Clubs/Programs	14.7%	55.9%	8.8%	2.9%	17.6%
Physical Education	20.6%	50.0%	14.7%	0.0%	14.7%
Career/Technical Education	8.8%	58.8%	0.0%	2.9%	29.4%
Technology	17.6%	55.9%	2.9%	2.9%	20.6%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	14	41.2%
Agree	14	41.2%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	5	14.7%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	9	8.5%
Utilize technology such as class websites, blogs, and videos	9	8.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	7	6.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	13	12.3%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	14	13.2%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	14	13.2%
Use bilingual handouts and cues	2	1.9%
Use visual displays, portable white boards, and posters when giving instructions	15	14.2%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	8.5%
Not Applicable or No Information	14	13.2%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	21	61.8%
Agree	12	35.3%
Disagree	0	0.0%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	19	55.9%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	20	58.8%
Agree	13	38.2%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

	Count	Percentage
Strongly Agree	17	50.0%
Agree	15	44.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

	Count	Percentage
Strongly Agree	8	23.5%
Agree	13	38.2%
Disagree	2	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	11	32.4%

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

	Count	Percentage
Strongly Agree	10	29.4%
Agree	23	67.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	14	41.2%
Agree	19	55.9%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	6	17.6%
Agree	23	67.6%
Disagree	3	8.8%
Strongly Disagree	2	5.9%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	7	20.6%
Agree	24	70.6%
Disagree	2	5.9%
Strongly Disagree	1	2.9%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	15	44.1%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	16	47.1%
Agree	17	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	19	55.9%
Agree	12	35.3%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.9%

For the most part, the size of classes, in this district, does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	10	29.4%
Agree	18	52.9%
Disagree	2	5.9%
Strongly Disagree	2	5.9%
Not Applicable or No Information	2	5.9%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	25	73.5%
Agree	8	23.5%
Disagree	1	2.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's priorities for the expenditure of funds are appropriate.		
	Count	Percentage
Strongly Agree	20	58.8%
Agree	11	32.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	8.8%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	28	82.4%
Agree	5	14.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.9%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Classroom Management	#1
Teaching and understanding students in poverty	#2
Differentiated Instruction	#3
My specific content area	#4
Reading for at-risk students	#5
Successful inclusion strategies	#6
Interpreting and analyzing student data	#7
Social Emotional Learning	#8
Conflict resolution	#9
Using technology to enhance instruction	#10
Depth of Knowledge or Rigor	#11
Personalized Instruction	#12
Writing strategies	#13
Project-based Learning	#14
Mississippi College and Career Readiness Standards	#15
Incorporating Artificial Intelligence (AI) in the classroom	#16
Developing quality assessments	#17
Response to Intervention (RTI/MTSS)	#18
Student usage of AI in writing	#19
Culture sensitivity	#20
Trauma-Informed Instruction	#21
Teaching and understanding homeless students	#22
English Learners (ELs)	#23

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	10	29.4%
Agree	14	41.2%
Disagree	6	17.6%
Strongly Disagree	1	2.9%
Not Applicable or No Information	3	8.8%

The professional development I have received thus far in this school district has provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	9	26.5%
Agree	13	38.2%
Disagree	8	23.5%
Strongly Disagree	1	2.9%
Not Applicable or No Information	3	8.8%

GENERAL OPINION

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

Faculty members at Bentonia Gibbs praised the school for its strong leadership, supportive administration, commitment to student success, and positive school culture. Respondents highlighted the hands-on approach of administrators, effective mentoring and discipline practices, clear communication with families, and a shared focus on ensuring students master academic objectives. Many expressed deep appreciation for the school community, noting that staff members genuinely care about students. Suggestions for improvement included placing greater emphasis on foundational academic skills such as reading, writing, mathematics, and history while balancing technology initiatives, strengthening opportunities for gifted learners, improving counseling services, and increasing classroom support personnel in lower grades. Teachers also noted the need for cleaner classrooms, updated buildings, improved maintenance, additional storage space, and safer, more functional school facilities to better support students and staff.

BENTONIA GIBBS SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	12	38.7%
Differentiated instruction	6	19.4%
Access to computers and individualized instruction	7	22.6%
Pre-K Program	6	19.4%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	7	29.2%
Disagree	4	16.7%
Strongly Disagree	4	16.7%
Not Applicable or No Information	3	12.5%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	14	58.3%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	17	73.9%
No	6	26.1%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	3	4.6%
Computer Classes	5	7.7%
Conflict Resolution	4	6.2%
Discipline	5	7.7%
Drug/Alcohol Awareness	1	1.5%
English as a Second Language	1	1.5%
Health Classes	3	4.6%
Literacy Classes	3	4.6%
Math Classes	4	6.2%
Parent-to-School Relationships	6	9.2%
Parent/Child Communication	7	10.8%
Preparing for College	3	4.6%
Parenting Workshops	9	13.8%
Social Media Classes	1	1.5%
Stress/Anger Management	6	9.2%
Understanding College- and Career-Ready Standards	4	6.2%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	5	11.6%
District and/or school newsletters	7	16.3%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	6	14.0%
Resource materials for parental training	1	2.3%
Training for parents to work with other parents on becoming involved in the schools	8	18.6%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	2	4.7%
Home/School folders	7	16.3%
Home/School planners	7	16.3%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	8	19.0%
Supporting college and career counseling	8	19.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	15	35.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	6	14.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	11.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	7	12.1%
Providing school-based mental health services and counseling	12	20.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	5	8.6%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Establishing or improving dropout prevention	1	1.7%
Supporting re-entry programs and transition services for Justice-involved youth	4	6.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	15.5%
Implementing systems and practices to prevent bullying and harassment	10	17.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	12.1%
Establishing community partnerships	3	5.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	10	25.0%
Building technological capacity and infrastructure	7	17.5%
Carrying out innovative blended learning projects	7	17.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	11	27.5%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	12.5%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	12	50.0%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

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

	Count	Percentage
Strongly Agree	7	29.2%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	25.0%

Teachers and administrators in our school consistently enforce school rules.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	11	45.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

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

	Count	Percentage
Strongly Agree	9	37.5%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	12	50.0%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	3	12.5%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Computer Science	29.2%	41.7%	8.3%	0.0%	20.8%
English/Language Arts (reading, writing, speaking, listening)	54.2%	45.8%	0.0%	0.0%	0.0%
Science	50.0%	45.8%	0.0%	0.0%	4.2%
Fine Arts (music, visual arts, dance, drama)	33.3%	50.0%	8.3%	0.0%	8.3%
Health Education	37.5%	29.2%	8.3%	4.2%	20.8%
Mathematics	50.0%	41.7%	4.2%	0.0%	4.2%
Social Studies (history, government, civics, economics)	33.3%	41.7%	0.0%	0.0%	25.0%
Foreign Languages	33.3%	25.0%	4.2%	0.0%	37.5%
Clubs/Programs	33.3%	33.3%	8.3%	4.2%	20.8%
Physical Education	41.7%	45.8%	0.0%	0.0%	12.5%
Career/Technical Education	29.2%	33.3%	0.0%	0.0%	37.5%
Technology	37.5%	45.8%	8.3%	0.0%	8.3%

My child's (children's) counselor informs him/her about career technical opportunities as well as about post-secondary education opportunities.		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	5	20.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	41.7%

Career Technical Education should teach skills that students need to be successful after graduation.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%
Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	11	13.6%
Checked my child's grades/assignments online	9	11.1%
Been in contact with my child's teacher	18	22.2%
Received a newsletter from the district, school, or teacher	19	23.5%
Worked with a committee or group on school or district policies	0	0.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	6	7.4%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	13	16.0%
Volunteered at my child's school	1	1.2%
Participated in Community Engagement Council at Yazoo County Middle School	1	1.2%
Attended annual Title I meeting	3	3.7%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

	Count	Percentage
Strongly Agree	8	33.3%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	4	16.7%

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

	Count	Percentage
Strongly Agree	9	37.5%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	9	37.5%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Strongly Agree	10	41.7%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	2	8.3%
Not Applicable or No Information	2	8.3%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

PRESCHOOL AND KINDERGARTEN

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	8	33.3%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	16	66.7%
Agree	5	20.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

GENERAL OPINION

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

Parents of students at Bentonia Gibbs School praised the school for its caring teachers, effective communication with families, and high-quality early childhood programs. Parents highlighted the success of the PreK and kindergarten programs, noting significant academic and personal growth among students, while also expressing appreciation for extracurricular activities, daily outdoor opportunities, and staff members who are genuinely invested in children's success. Concerns centered on

student safety and bullying prevention, with many families calling for stronger interventions, increased education on appropriate behavior, and a greater emphasis on protecting students. Additional suggestions included strengthening support and collaboration for students with IEPs, continuing improvements to school grounds and facilities, and ensuring that parents' perspectives are fully considered when making educational decisions.

BENTONIA GIBBS SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	62	33.2%
Differentiated instruction	49	26.2%
Access to computers and individualized instruction	71	38.0%
Pre-K Program	5	2.7%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	56	49.1%
Agree	42	36.8%
Disagree	6	5.3%
Strongly Disagree	5	4.4%
Not Applicable or No Information	5	4.4%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	17	14.9%
Agree	31	27.2%
Disagree	29	25.4%
Strongly Disagree	36	31.6%
Not Applicable or No Information	1	0.9%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	39	34.2%
Agree	55	48.2%
Disagree	7	6.1%
Strongly Disagree	9	7.9%
Not Applicable or No Information	4	3.5%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	25	21.9%
Agree	59	51.8%
Disagree	12	10.5%
Strongly Disagree	7	6.1%
Not Applicable or No Information	11	9.6%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	75	65.8%
Agree	32	28.1%
Disagree	1	0.9%
Strongly Disagree	5	4.4%
Not Applicable or No Information	1	0.9%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	32	28.1%
Agree	53	46.5%
Disagree	6	5.3%
Strongly Disagree	2	1.8%
Not Applicable or No Information	21	18.4%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	64	56.1%
Agree	38	33.3%
Disagree	4	3.5%
Strongly Disagree	4	3.5%
Not Applicable or No Information	4	3.5%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	57	50.0%
Agree	33	28.9%
Disagree	11	9.6%
Strongly Disagree	8	7.0%
Not Applicable or No Information	5	4.4%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	61	53.5%
Agree	43	37.7%
Disagree	4	3.5%
Strongly Disagree	3	2.6%
Not Applicable or No Information	3	2.6%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	39	34.2%
Agree	44	38.6%
Disagree	13	11.4%
Strongly Disagree	12	10.5%
Not Applicable or No Information	6	5.3%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	44	38.6%
Agree	49	43.0%
Disagree	8	7.0%
Strongly Disagree	6	5.3%
Not Applicable or No Information	7	6.1%
Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	63	55.3%
Agree	43	37.7%
Disagree	3	2.6%
Strongly Disagree	3	2.6%
Not Applicable or No Information	2	1.8%
The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	52	45.6%
Agree	36	31.6%
Disagree	5	4.4%
Strongly Disagree	2	1.8%
Not Applicable or No Information	19	16.7%
My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	56	49.1%
Agree	46	40.4%
Disagree	5	4.4%
Strongly Disagree	3	2.6%
Not Applicable or No Information	4	3.5%
Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	43	37.7%
Agree	42	36.8%
Disagree	15	13.2%
Strongly Disagree	12	10.5%
Not Applicable or No Information	2	1.8%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Computer Science	44.7%	35.1%	8.8%	5.3%	6.1%
English/Language Arts (reading, writing, speaking, listening)	56.1%	34.2%	2.6%	2.6%	4.4%
Science	63.2%	28.9%	3.5%	3.5%	0.9%
Fine Arts (music, visual arts, dance, drama)	43.9%	33.3%	7.0%	10.5%	5.3%
Health Education	45.6%	27.2%	7.9%	7.0%	12.3%
Mathematics	59.6%	29.8%	4.4%	4.4%	1.8%
Social Studies (history, government, civics, economics)	54.4%	29.8%	5.3%	7.9%	2.6%
Foreign Languages	14.0%	14.0%	9.6%	10.5%	51.8%
Clubs/Programs	42.1%	24.6%	6.1%	3.5%	23.7%
Physical Education	66.7%	20.2%	3.5%	4.4%	5.3%
Career/Technical Education	25.4%	32.5%	5.3%	6.1%	30.7%
Technology	47.4%	33.3%	5.3%	6.1%	7.9%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	39	34.2%
Agree	56	49.1%
Disagree	9	7.9%
Strongly Disagree	7	6.1%
Not Applicable or No Information	3	2.6%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	51	44.7%
Agree	47	41.2%
Disagree	7	6.1%
Strongly Disagree	5	4.4%
Not Applicable or No Information	4	3.5%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	46	40.4%
Agree	42	36.8%
Disagree	12	10.5%
Strongly Disagree	7	6.1%
Not Applicable or No Information	7	6.1%

My school informs me about Career Technical Education opportunities.		
	Count	Percentage
Strongly Agree	24	21.4%
Agree	28	25.0%
Disagree	18	16.1%
Strongly Disagree	11	9.8%
Not Applicable or No Information	31	27.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	48	42.1%
Agree	53	46.5%
Disagree	4	3.5%
Strongly Disagree	5	4.4%
Not Applicable or No Information	4	3.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	46	40.4%
Agree	51	44.7%
Disagree	4	3.5%
Strongly Disagree	4	3.5%
Not Applicable or No Information	9	7.9%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	52	45.6%
Agree	46	40.4%
Disagree	7	6.1%
Strongly Disagree	5	4.4%
Not Applicable or No Information	4	3.5%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	53	46.5%
Agree	44	38.6%
Disagree	7	6.1%
Strongly Disagree	4	3.5%
Not Applicable or No Information	6	5.3%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	34	29.8%
Agree	33	28.9%
Disagree	1	0.9%
Strongly Disagree	9	7.9%
Not Applicable or No Information	37	32.5%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	57	50.0%
Agree	44	38.6%
Disagree	4	3.5%
Strongly Disagree	4	3.5%
Not Applicable or No Information	5	4.4%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	50	43.9%
Agree	44	38.6%
Disagree	8	7.0%
Strongly Disagree	8	7.0%
Not Applicable or No Information	4	3.5%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	40	35.1%
Agree	52	45.6%
Disagree	14	12.3%
Strongly Disagree	5	4.4%
Not Applicable or No Information	3	2.6%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	48	42.1%
Agree	54	47.4%
Disagree	3	2.6%
Strongly Disagree	1	0.9%
Not Applicable or No Information	8	7.0%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	48	42.1%
Agree	50	43.9%
Disagree	10	8.8%
Strongly Disagree	3	2.6%
Not Applicable or No Information	3	2.6%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	39	34.2%
Agree	52	45.6%
Disagree	9	7.9%
Strongly Disagree	7	6.1%
Not Applicable or No Information	7	6.1%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	52	45.6%
Agree	48	42.1%
Disagree	5	4.4%
Strongly Disagree	3	2.6%
Not Applicable or No Information	6	5.3%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	35	30.7%
Agree	36	31.6%
Disagree	22	19.3%
Strongly Disagree	14	12.3%
Not Applicable or No Information	7	6.1%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	45	39.5%
Agree	49	43.0%
Disagree	10	8.8%
Strongly Disagree	7	6.1%
Not Applicable or No Information	3	2.6%

GENERAL OPINION

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

Students from Bentonia Gibbs School praised the school for its caring teachers, supportive learning environment, engaging activities, and strong sense of safety and belonging. One student shared, “Teachers are friendly, people have fun, most people are happy, and people enjoy being here.” Students frequently noted that teachers work hard to help them learn, provide extra support when needed, and show genuine concern for their success both inside and outside the classroom. Students also recognized the school’s efforts to assist learners with different needs and maintain a safe environment.

Suggestions for improvement focused on extending recess, P.E., and lunch periods, as well as offering more field trips, activities, and lunch options. Students also expressed interest in additional playground equipment and outdoor water fountains, improved bathroom facilities and supplies, and continued efforts to address bullying and fights.

BENTONIA GIBBS SCHOOL ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	0	0.0%
Differentiated instruction	0	0.0%
Access to computers and individualized instruction	1	50.0%
Pre-K Program	1	50.0%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Career/Technical Education	0.0%	100.0%	0.0%	0.0%	0.0%
Technology	0.0%	100.0%	0.0%	0.0%	0.0%
Computer Science	0.0%	100.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	0.0%	100.0%	0.0%	0.0%	0.0%
Science	0.0%	100.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	100.0%	0.0%	0.0%	0.0%
Health Education	0.0%	100.0%	0.0%	0.0%	0.0%
Mathematics	0.0%	100.0%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	0.0%	100.0%	0.0%	0.0%	0.0%
Foreign Languages	0.0%	0.0%	0.0%	0.0%	100.0%
Clubs/Programs	0.0%	100.0%	0.0%	0.0%	0.0%
Physical Education	0.0%	100.0%	0.0%	0.0%	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

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

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

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

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

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

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Bentonia Gibbs School demonstrates many characteristics of a stable and supportive elementary school while also facing several significant academic challenges that require sustained attention. **Enrollment declined** from 409 students in 2022 to a low of 375 students in 2024 before rebounding to 382 students in 2026, suggesting that the school has regained much of its recent enrollment loss and maintained a healthy elementary pipeline. **Estimated average daily attendance increased** from 84.1% in 2023 to 94.4% in 2025, while **chronic absenteeism declined** from 24.8% to 13.6% during the same period. These improvements indicate that students are increasingly connected to school and regularly participating in instruction.

Academic performance presents a more complex picture. **Science achievement has emerged as a clear strength**, while reading and mathematics have shown modest improvement but remain well below desired levels. The school was reidentified as a **Targeted School Improvement (TSI) school in 2026** due to the performance of students with disabilities, highlighting the **urgency of addressing achievement gaps**.

Stakeholder feedback generally aligns with these trends. Parents, students, and faculty consistently describe a caring, supportive environment characterized by strong leadership, effective communication, and staff members who are invested in student success. Approximately 86% agree that teachers are properly certified and effective, 83% agree that students have access to learning resources, and 77% express satisfaction with how staff members treat students. However, **only about 46% agreed that student behavior is rarely a problem, suggesting an area of improvement**.

STRENGTHS



1) **Positive school culture.** Faculty members praised the school's leadership, supportive administration, strong communication with families, and commitment to student success. Parents similarly highlighted caring teachers, effective communication, successful early

childhood programs, and staff members who genuinely care about children. Students echoed these themes, frequently describing teachers as supportive, helpful, and invested in their success.



2) **Attendance.** Chronic absenteeism declined by more than eleven percentage points between 2023 and 2025, dropping from 24.8% to 13.6%. Students with disabilities experienced particularly notable gains, with chronic absenteeism falling from 30.5% to 12.6%. Attendance rates exceeded 94% overall in 2025, with fourth and fifth grades approaching 96%. These trends indicate effective attendance practices and strong student engagement.



3) **Science achievement.** Overall science accountability improved from 69.6% in 2023 to 73.0% in 2025, exceeding the state's 70% proficiency goal. Students without disabilities achieved 85.1% proficiency, while White students reached 78.8%. Male students posted an impressive 81.3% science proficiency rate in 2025. These results demonstrate that the school possesses instructional practices capable of producing high levels of achievement when implemented effectively.



4) **Enrollment trends.** After several years of decline, enrollment stabilized and began to recover. First grade increased from 50 students in 2023 to 65 students in 2026, fourth grade grew from 41 students in 2025 to 57 students in 2026, and prekindergarten enrollment increased from 33 to 40 students. Parents expressed particularly strong support for the school's Pre-K and kindergarten programs, with nearly 88% agreeing that preschool and kindergarten classes improve student achievement.

CHALLENGES



1) **Achievement of students with disabilities.** Reading proficiency among students with disabilities fell to 7.5% in 2025 compared to 50.4% for students without disabilities. In mathematics, students with disabilities achieved 10.0% proficiency compared to 46.6% for students without disabilities. These disparities contributed directly to the school's TSI designation and represent the most urgent academic issue facing the school.

2) **Reading.** Although overall reading accountability improved to 41.9% in 2024, it slipped slightly to 39.6% in 2025. The school remains more than 30 percentage points below the state's proficiency target. Black or African

American students achieved 35.7% reading proficiency in 2025, while economically disadvantaged students reached 39.6%. Even among stronger-performing subgroups, substantial room for growth remains.



3) **Mathematics performance.** Overall proficiency increased modestly from 36.4% in 2023 to 37.3% in 2025 but remains far below the state's long-term goal. Female students experienced a significant decline in math proficiency, dropping from 42.5% in 2024 to 27.5% in 2025. Several demographic groups continue to perform below expectations despite incremental gains.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES (NEXT 3–6 MONTHS)

1. **Intensify intervention efforts for students with disabilities** in reading and mathematics. Frequent progress monitoring, individualized intervention plans, and consistent collaboration between general education and special education teachers should become routine practices. Instructional leaders should conduct regular reviews of subgroup performance data to ensure interventions are producing measurable growth.
2. **Establish a comprehensive bullying prevention initiative** that includes student education, staff training, parent communication, and clear procedures for reporting and responding to incidents. Addressing stakeholder concerns about safety and behavior will strengthen the school's already positive culture.
3. **Strengthening foundational literacy instruction across all grade levels.** Faculty feedback specifically identified reading and writing as areas needing greater emphasis, and improving literacy outcomes will support achievement across all content areas.

SHORT-TERM PRIORITIES (6–12 MONTHS)

1. **Develop a comprehensive academic improvement framework** that leverages the instructional practices driving strong science performance. School leaders should identify strategies used in successful science classrooms and adapt those practices to reading and mathematics instruction where appropriate.
2. **Expand support structures for both struggling learners and advanced learners.** Faculty members specifically noted the need for stronger opportunities

for gifted students while simultaneously addressing intervention needs. A balanced approach that supports students at all achievement levels will help improve overall outcomes.

3. **Strengthen counseling and student support services.** Given the relationship between attendance, behavior, and academic achievement, additional emphasis on social-emotional learning, student mentoring, and family partnerships could further improve engagement and performance.

LONG-TERM PRIORITIES (1–3 YEARS)

1. **Eliminating subgroup achievement gaps.** This will require sustained professional development, improved intervention systems, stronger special education supports, and ongoing monitoring of student outcomes. The goal should be to ensure that students with disabilities demonstrate growth rates that significantly outpace current performance levels.
2. **Investing in early childhood education and elementary transitions.** The strong Pre-K and kindergarten programs represent one of the school's greatest assets. Building upon this foundation can improve long-term literacy and mathematics outcomes before achievement gaps become deeply entrenched.
3. **Pursue facility and infrastructure improvements** that support modern instructional practices while addressing concerns raised by faculty and parents. Improved learning environments, expanded support spaces, and enhanced instructional resources can contribute to both student achievement and staff retention.



LINWOOD ELEMENTARY SCHOOL

INTRODUCTION



Linwood Elementary School, located at 3439 Vaughn Road in Vaughn, Mississippi, serves one hundred eighty-five (185) students in Prekindergarten through fifth grades (PK-5). Led by its principal, Mrs. Cristin Ware, and its assistant principal, Mrs. Keshia Shaffer, the school has a strong tradition of academic achievement, positive behavior, and community involvement, with a focus on helping students become critical thinkers, responsible citizens, and lifelong learners. LES students are encouraged to follow the motto "Linwood Panthers R.O.A.R." This motto reminds students to "Be…**R**esponsible, **O**bedient & Organized, **A**lert & Achieve, **R**espectful."

In 2025, LES earned a "C" accountability rating as it continues to make strides towards success. The school was recognized with the "PREPS Achievement Award" for 4th grade Math and ELA scores increasing at least twice the state average. In addition to core academics, students participate in enrichment opportunities such as physical education, library services, science, and character-building activities that promote leadership and social-emotional growth. Students also have the opportunity to participate in extracurricular activities such as basketball, cheerleading, and Jr. Beta Club. Guided be the 2025-26 theme, "Never Ending Road to Success" (N.E.R.D.S), students and staff are encouraged to pursue continuous growth, hard work, and a positive mindset both inside and outside the classroom.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

LINWOOD ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	152	170	162	181	185
PK	20	19	*	19	20
K	26	32	36	22	28
GR_01	15	29	25	37	24
GR_02	25	21	27	32	29
GR_03	21	31	18	30	41
GR_04	19	18	26	18	24
GR_05	26	20	18	23	19
					(MDE, 2025m)

**FERPA laws require MDE to mask some numbers to prevent the identification of individuals in small cells or with unique characteristics.*

Figure 106: Linwood Elementary School Enrollment by Grade Level

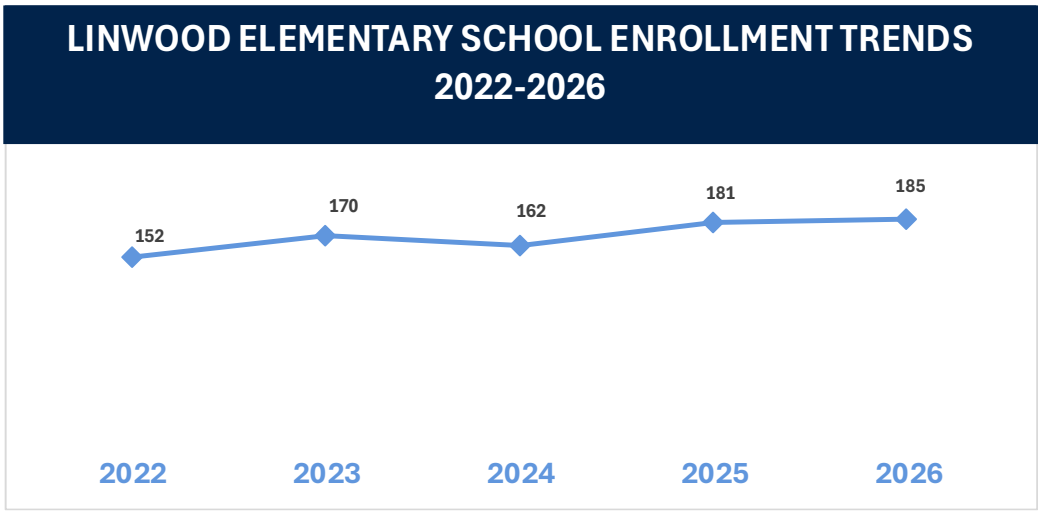


Figure 107: Linwood Elementary School Enrollment Trends 2022-2026

LINWOOD ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	152	170	162	181	185
GENDER	FEMALE	72	81	82	101	98
	MALE	80	89	80	80	87
RACE	BLACK OR AFRICAN AMERICAN	140	157	151	164	170
	TWO OR MORE RACES	*	*	*	*	*
	WHITE	*	*	*	10	10
						(MDE, 2025m)

Figure 108: Linwood Elementary School Enrollment by Demographic Group

LINWOOD ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	92.1%	91.9%	-0.2%
WHITE		5.4%	

Figure 109: Linwood Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

LINWOOD ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	134.7	134.8	168.7
PK			19.6
K	28.4	29.5	20.3
GR_01	27.0	23.5	33.3
GR_02	17.6	23.6	28.9
GR_03	27.2	16.2	27.3
GR_04	16.6	22.5	17.3
GR_05	18.0	17.0	21.9
(MDE, 2023o, 2024q, 2025s)			

Figure 110: Linwood Elementary School Average Daily Attendance

LINWOOD ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	79.3%	83.2%	93.2%
PK			103.3%
K	88.8%	82.1%	92.1%
GR_01	93.1%	93.8%	89.9%
GR_02	83.7%	87.5%	90.4%
GR_03	87.8%	89.8%	91.0%
GR_04	92.1%	86.4%	96.3%
GR_05	89.9%	94.7%	95.4%
(MDE, 2023o, 2024q, 2025m, 2025			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 111: Linwood Elementary School Estimated Average Daily Attendance as Percentage of Enrollment



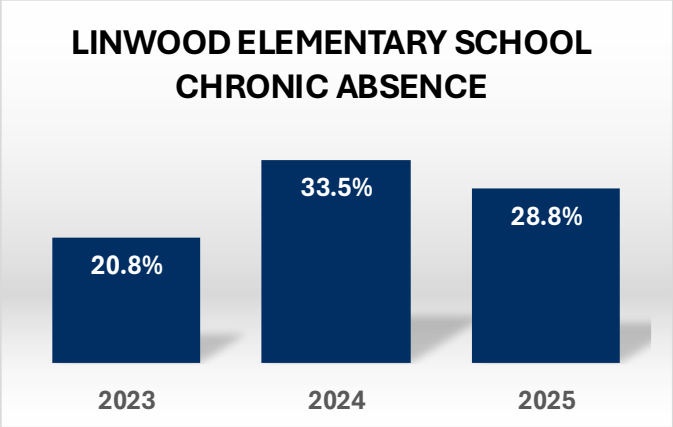


Figure 112: Linwood Elementary School Chronic Absence

LINWOOD ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	20.8	33.5	28.8
GENDER	FEMALE	22.1	32.6	26.9
	MALE	19.6	34.5	31.0
DISABILITY	STUDENTS WITH DISABILITIES	27.8	33.3	27.9
	STUDENTS WITHOUT DISABILITIES	19.0	33.6	29.1
RACE	BLACK OR AFRICAN AMERICAN	20.0	33.5	27.2
	HISPANIC OR LATINO			≤5%
	TWO OR MORE RACES	≤5%	≤5%	≤5%
	WHITE	≤5%	≤5%	≤5%
				(MDE, 2026f)

Figure 113: Linwood Elementary School Chronic Absence by Demographic Group

LES ENROLLMENT AND ATTENDANCE TAKEAWAYS

Linwood Elementary School has demonstrated **consistent enrollment growth** in recent years. Total enrollment rose from 152 students in 2022 to 185 students in 2026, representing an increase of 33 students, or nearly 22%. Although enrollment dipped slightly from 170 students in 2023 to 162 in 2024, the school rebounded strongly with gains to 181 students in 2025 and 185 in 2026. Growth has been **concentrated in several grade levels.** Third grade expanded from 18 students in 2024 to 41 students in 2026, while first grade reached a high of 37 students in 2025 before settling at 24 in 2026. Prekindergarten enrollment remained steady, increasing from 19 students in 2025 to 20 in 2026, suggesting a stable pipeline of incoming students. The school's **demographic composition has remained remarkably consistent**, with Black or African American students comprising 92.1% of enrollment in 2022 and 91.9% in 2026. Overall, enrollment trends indicate a growing school with a stable student population and strengthening participation across multiple grade levels.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

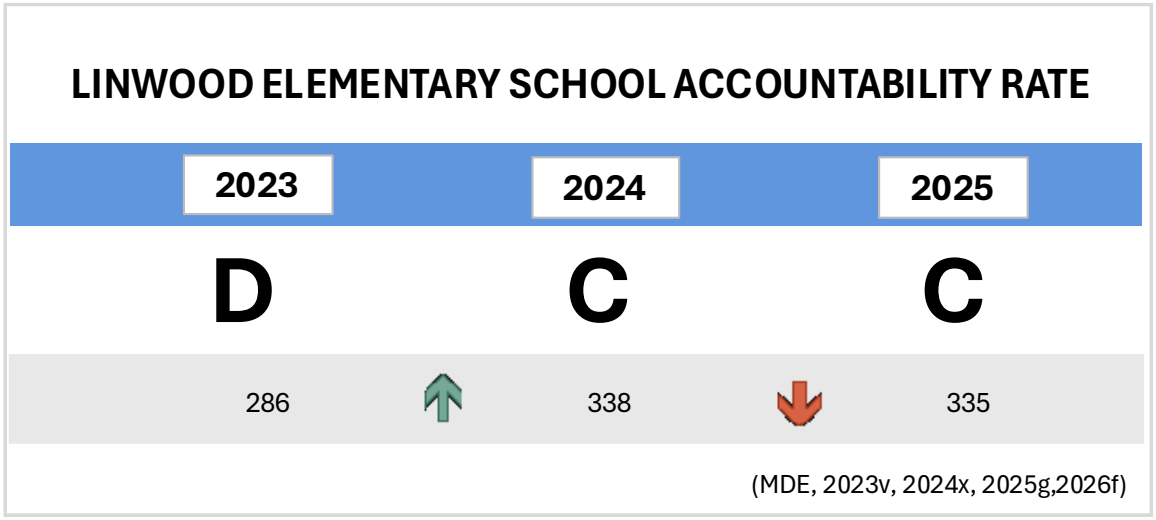


Figure 114: Linwood Elementary School Accountability Rating

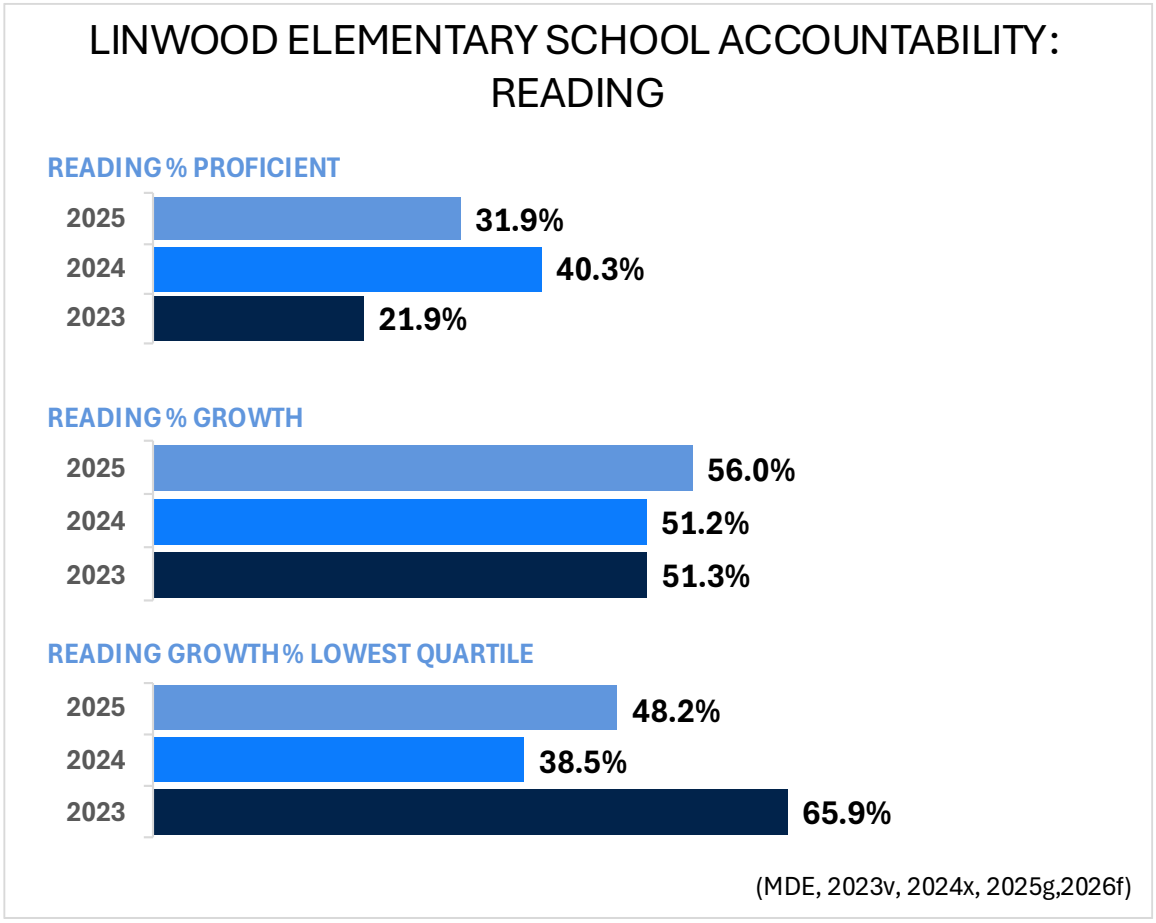


Figure 115: Linwood Elementary School Accountability: Reading

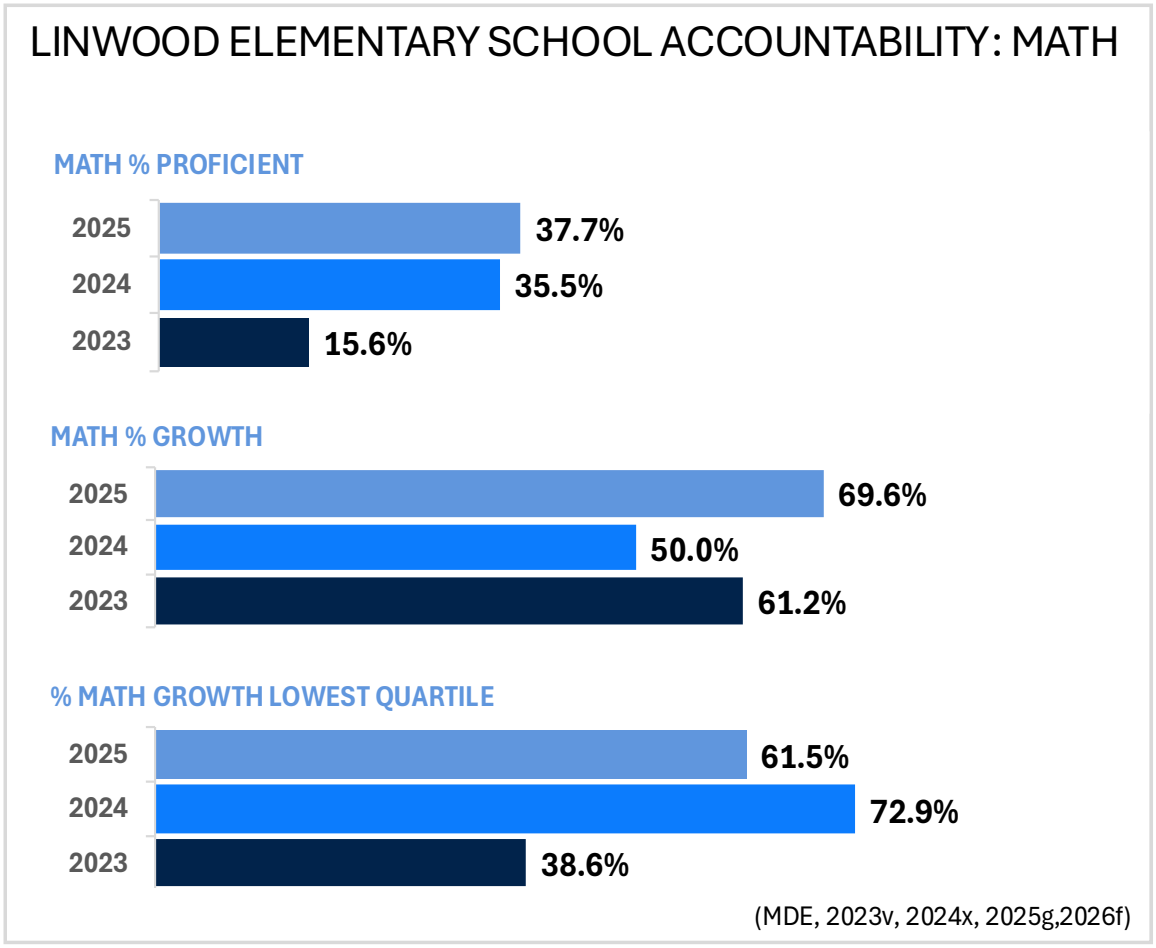


Figure 116: Linwood Elementary School Accountability: Math

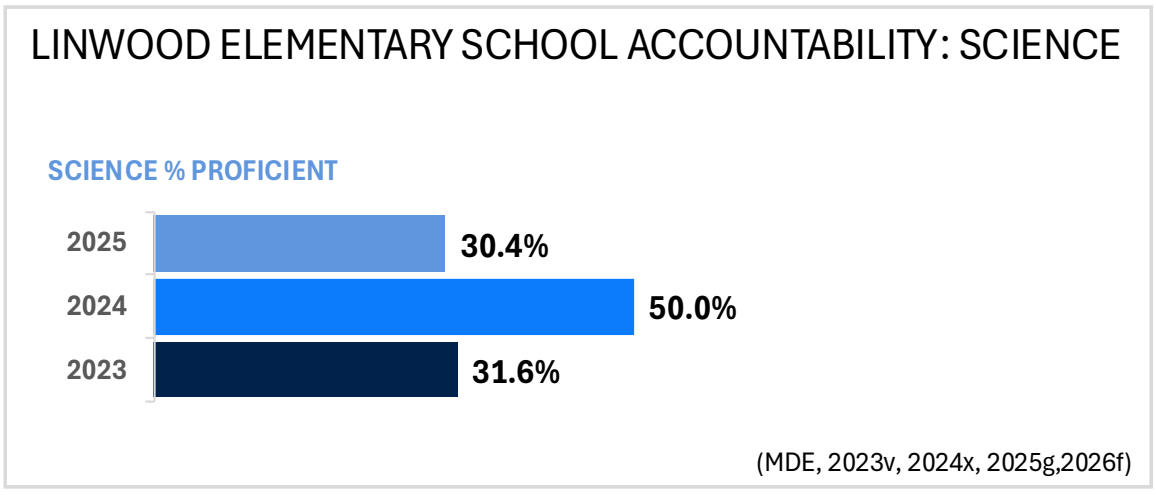


Figure 117: Linwood Elementary School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

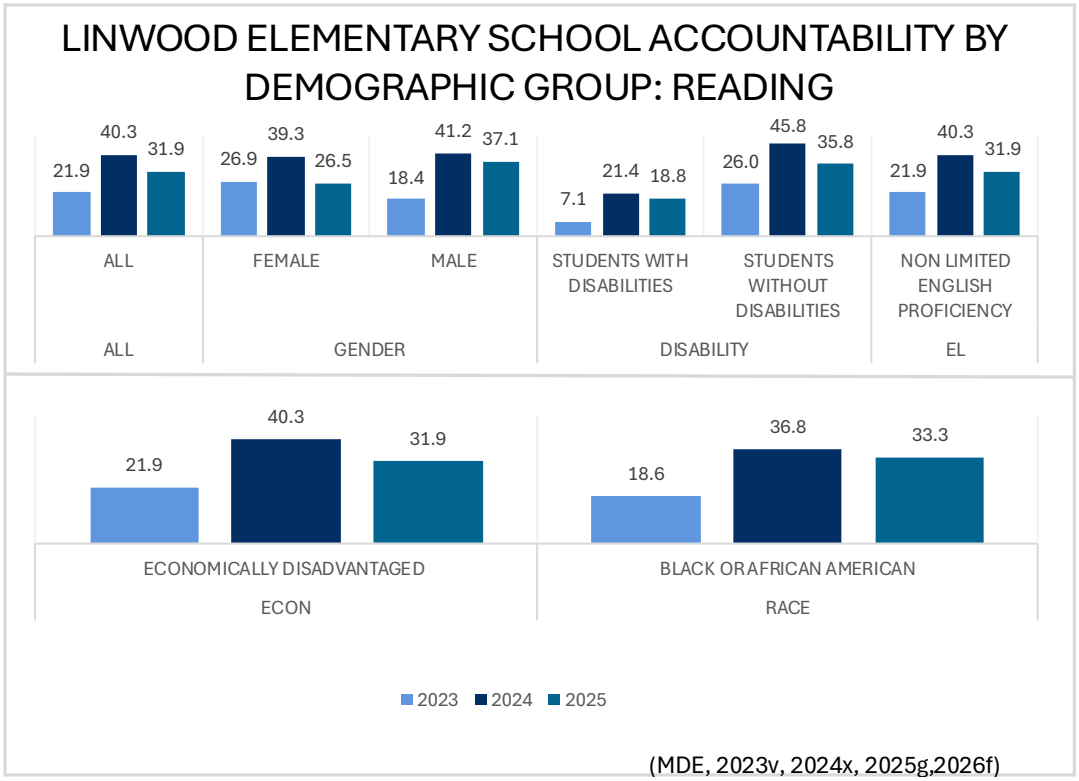


Figure 118: Linwood Elementary School Accountability by Demographic Group: Reading

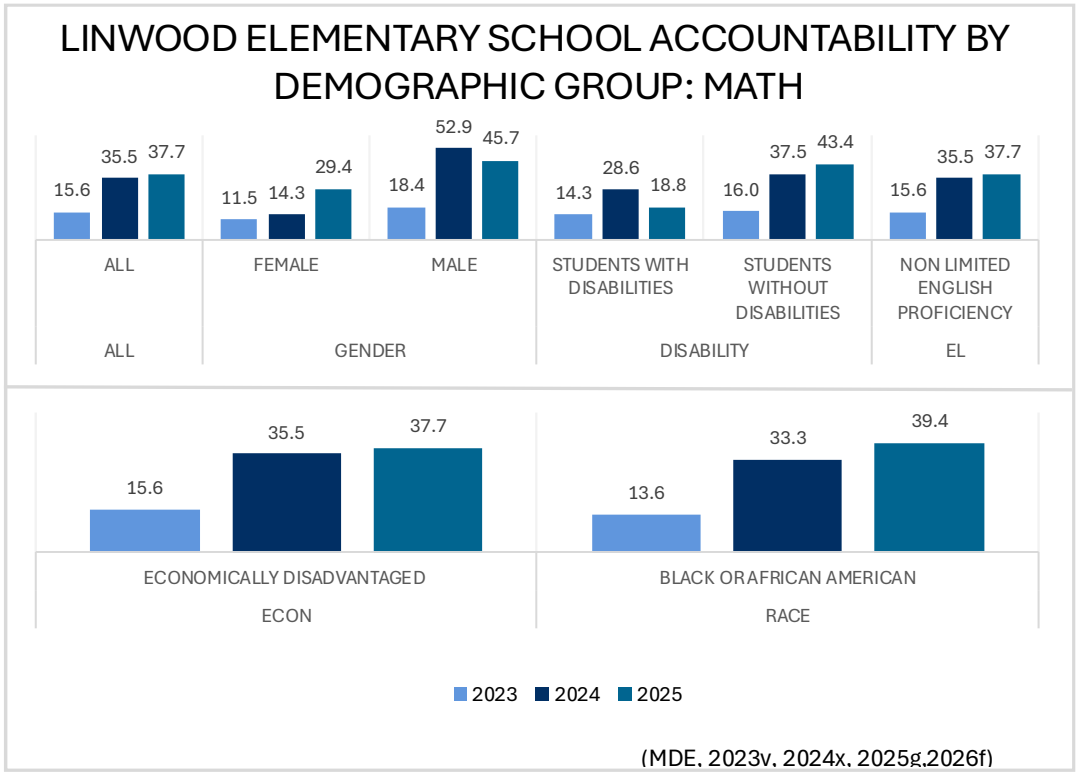


Figure 119: Linwood Elementary School Accountability by Demographic Group: Math

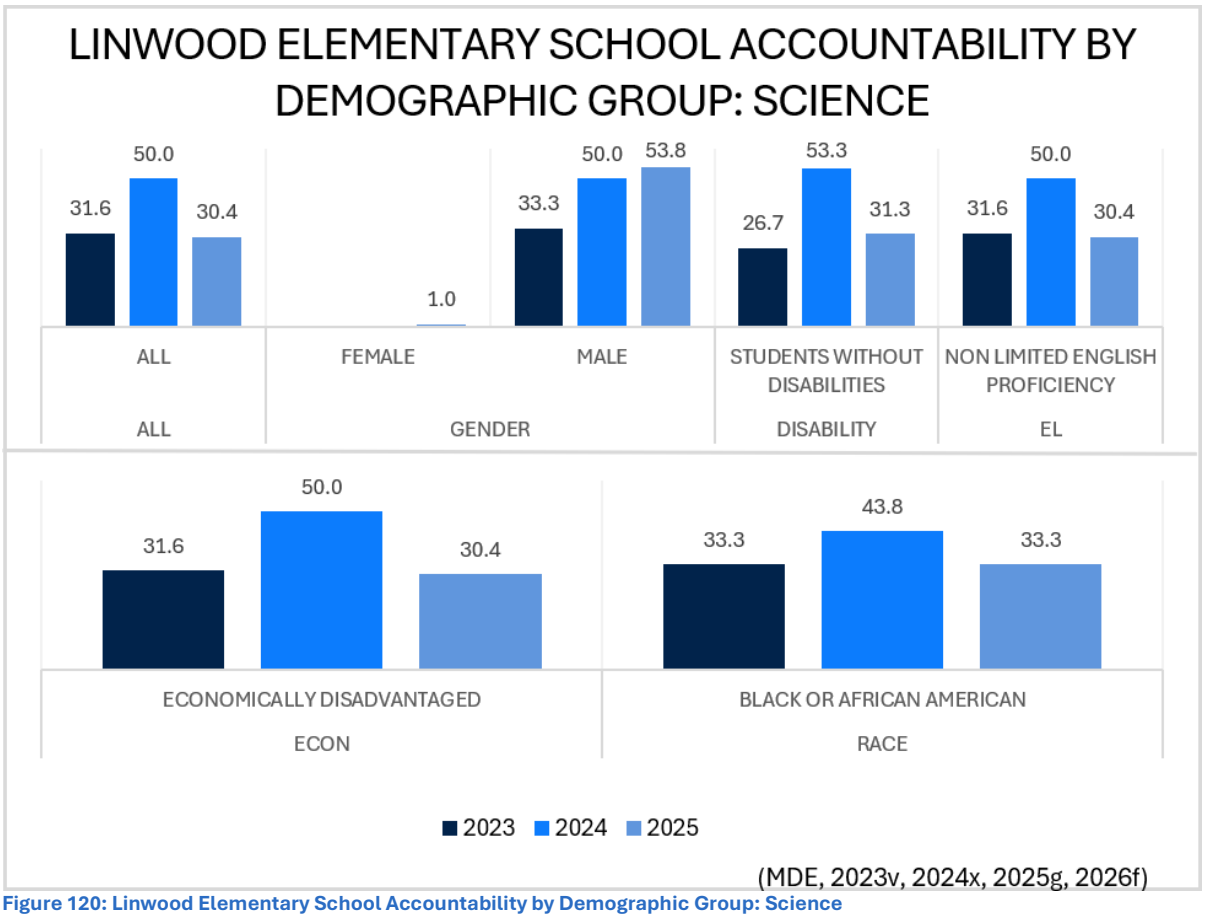


Figure 120: Linwood Elementary School Accountability by Demographic Group: Science

PROFCIENCY GAP TO GOAL

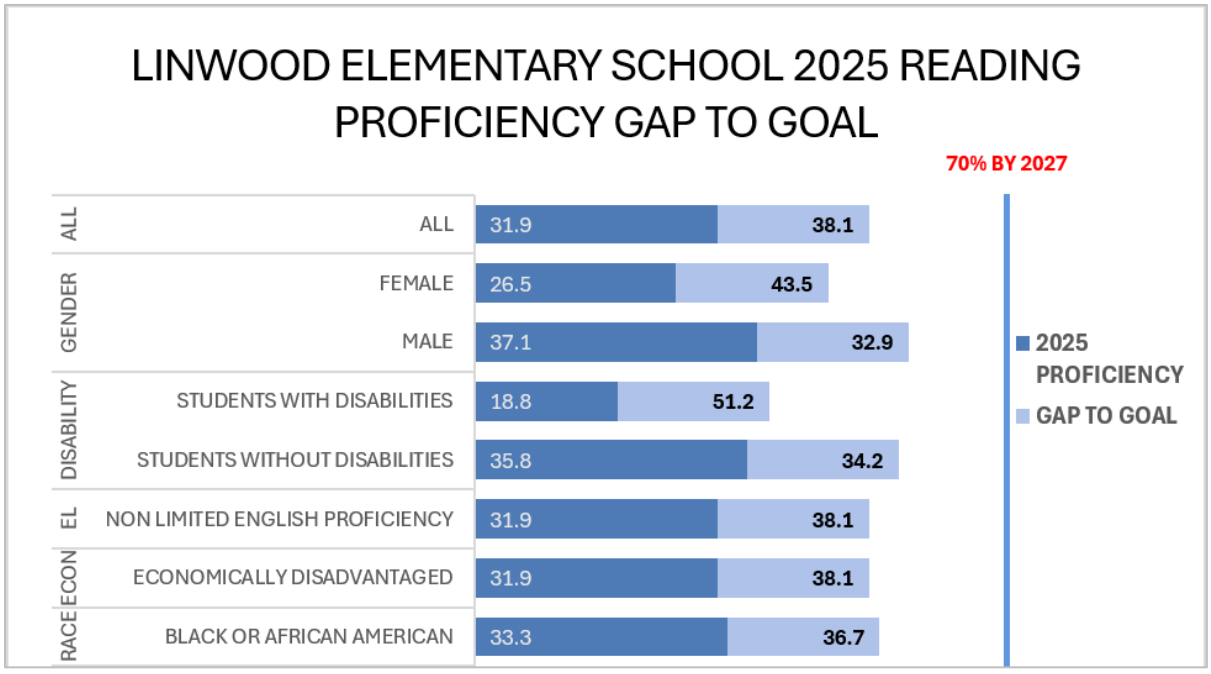


Figure 121: Linwood Elementary School 2025 Reading Proficiency Gap to Goal

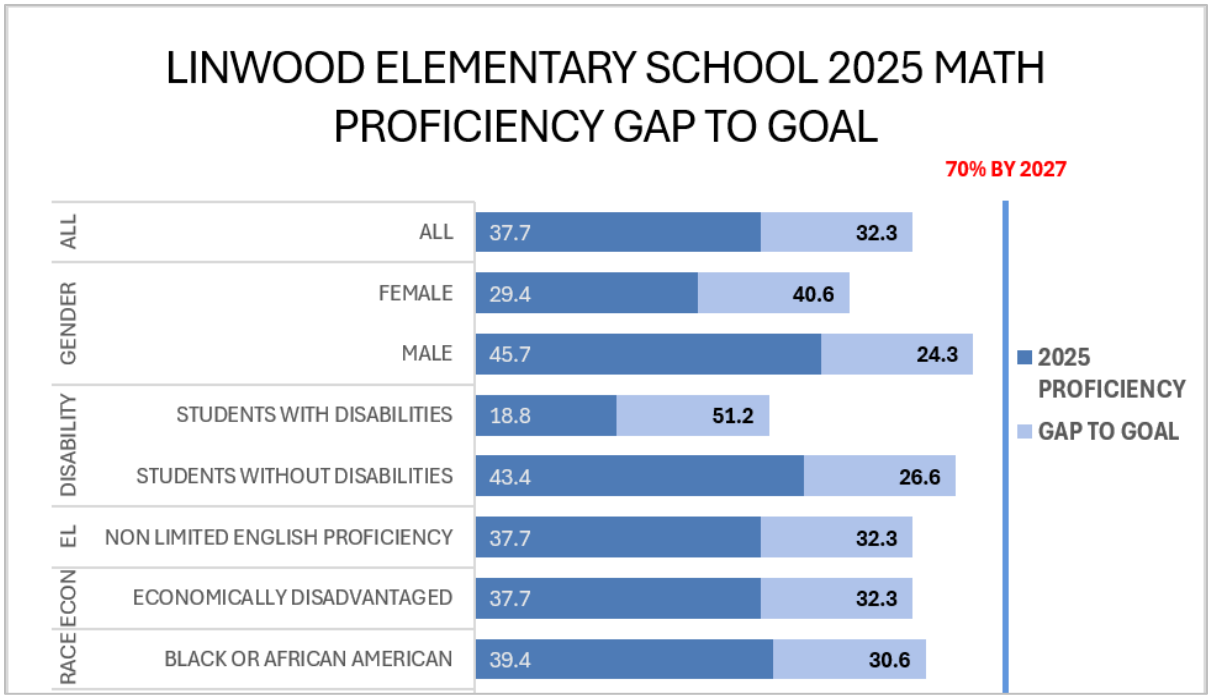


Figure 122: Linwood Elementary School 2025 Math Proficiency Gap to Goal

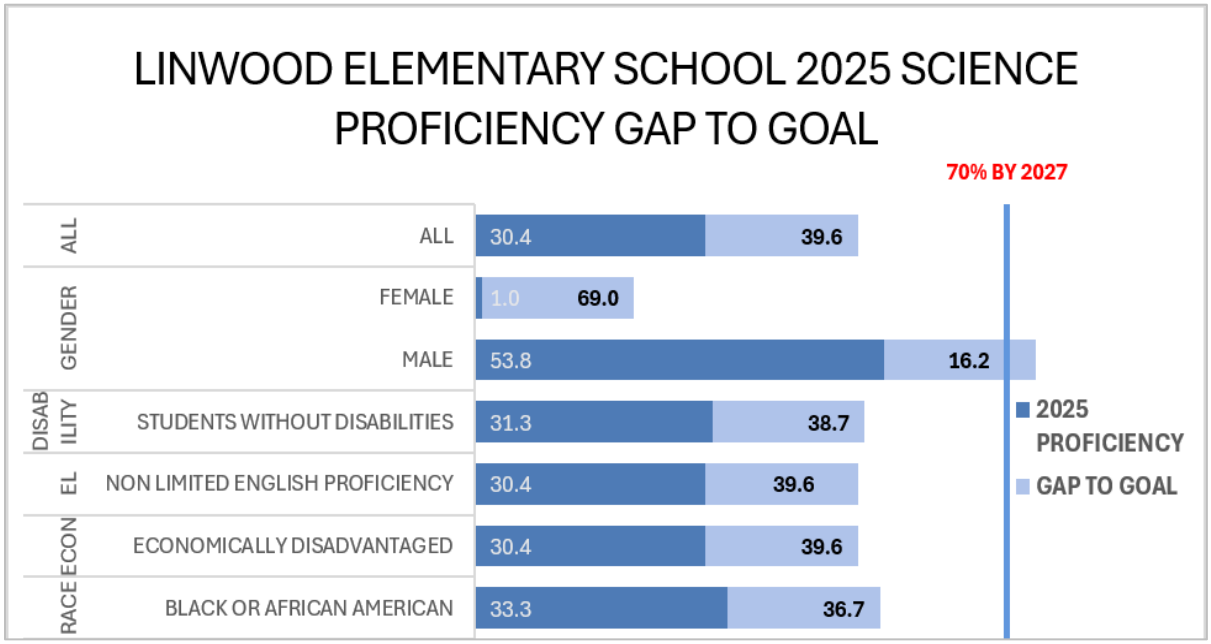


Figure 123: Linwood Elementary School 2025 Science Proficiency Gap to Goal

LES ACCOUNTABILITY TAKEAWAYS

Linwood Elementary improved from a D accountability rating in 2023 (286 points) to a C in 2024 (338 points) and maintained that rating in 2025 with 335 points. The improvement was driven largely by stronger academic growth measures, particularly in mathematics and reading.

Reading results showed mixed trends. Proficiency increased from 21.9% in 2023 to 40.3% in 2024 before declining to 31.9% in 2025. However, growth measures improved steadily, rising from 51.3% in 2023 to 56.0% in 2025. Reading growth among the lowest-performing quartile also rebounded from 38.5% in 2024 to 48.2% in 2025. **Mathematics emerged as the school's strongest area of improvement**. Math proficiency more than doubled from 15.6% in 2023 to 37.7% in 2025, while math growth increased from 50.0% in 2024 to 69.6% in 2025. Although growth among the lowest quartile declined from 72.9% to 61.5% between 2024 and 2025, it remained well above the 2023 level of 38.6%.

Science proficiency rose from 31.6% in 2023 to 50.0% in 2024 before falling to 30.4% in 2025. Similar patterns appeared across demographic groups, where most subgroups posted gains in 2024 followed by declines in 2025. **Black or African American students improved in reading from 18.6% proficiency in 2023 to 33.3% in 2025 and in math from 13.6% to 39.4%**, demonstrating notable long-term progress. Students with disabilities, however, continued to face significant challenges, posting 18.8% proficiency in both reading and mathematics in 2025. Proficiency-gap analyses further illustrate the work ahead: **the school remains 38.1 percentage points short of the 70% reading goal**, **32.3 points short in mathematics, and 39.6 points short in science**. Linwood Elementary has built stronger student growth, particularly in mathematics, but must translate those gains into higher and more consistent proficiency rates.



ASSESSMENT

KINDERGARTEN READINESS ASSESSMENT

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

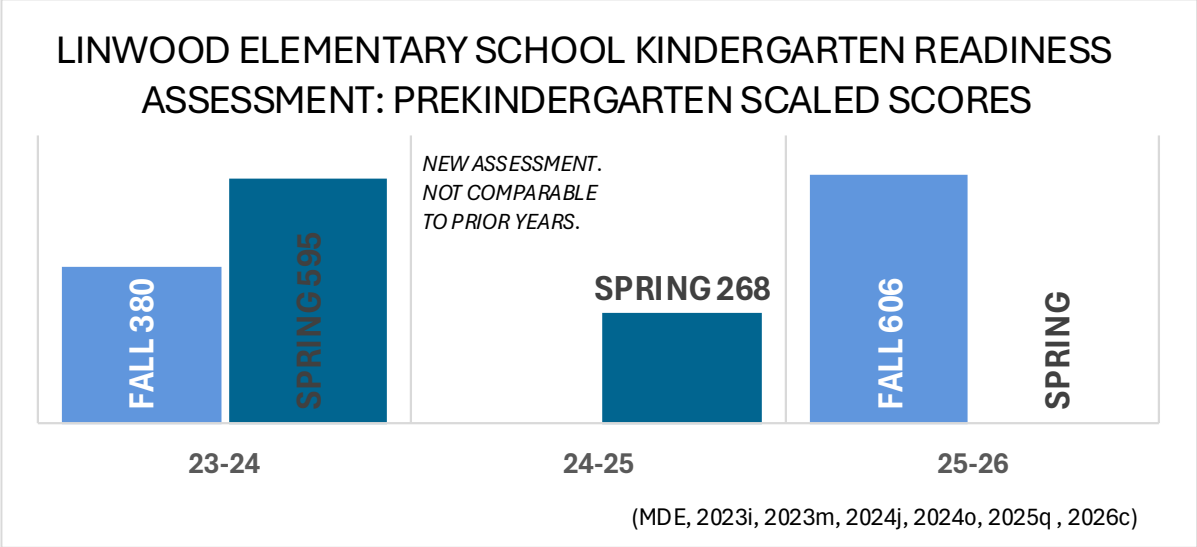


Figure 124: Linwood Elementary School Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

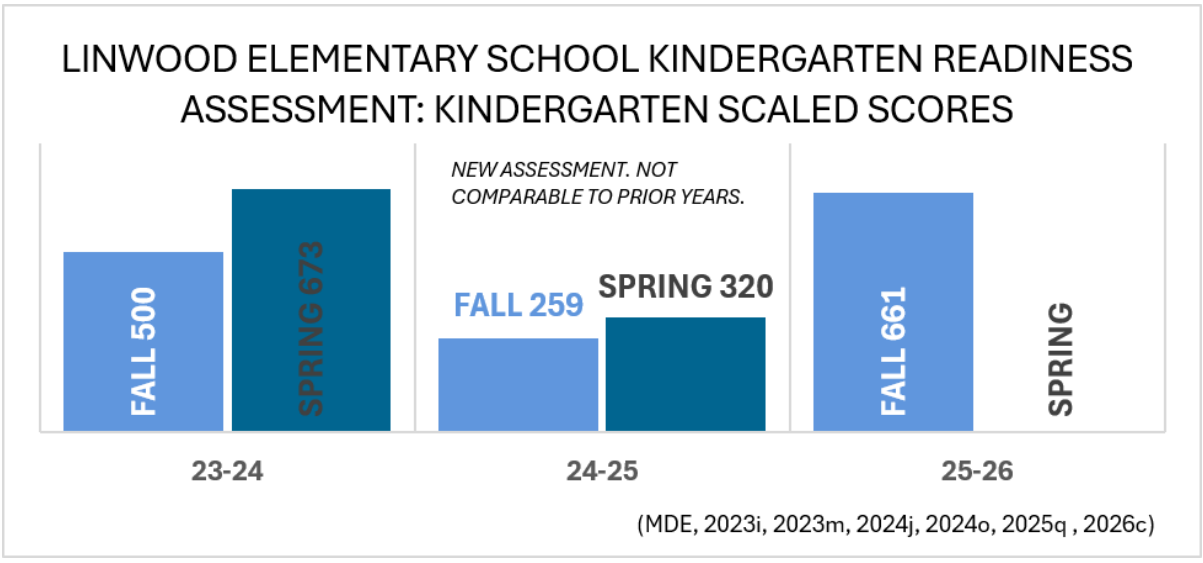


Figure 125: Linwood Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

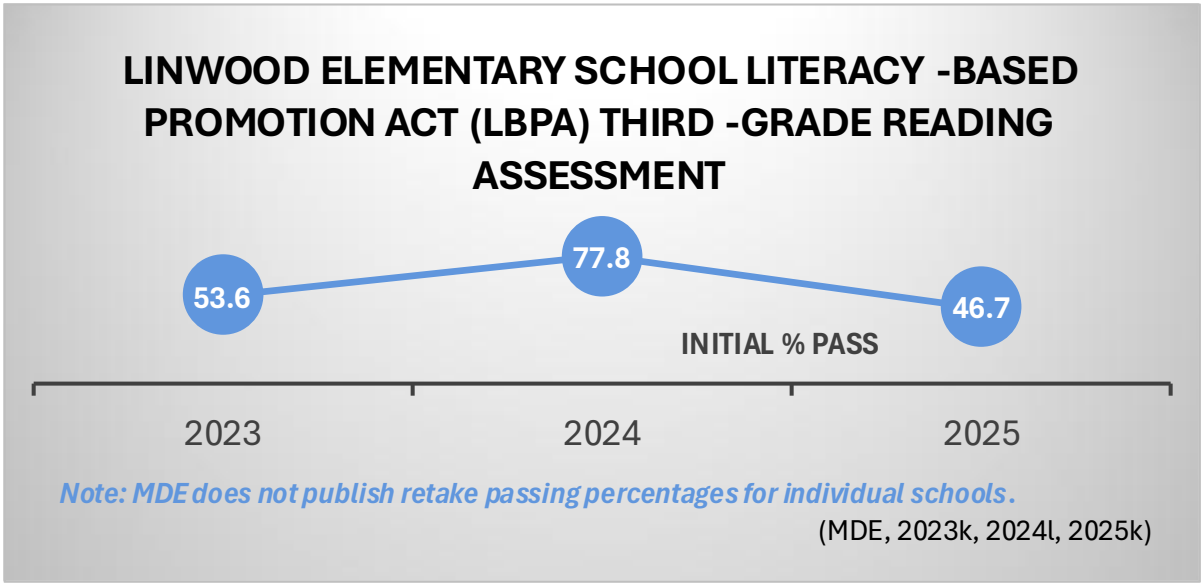


Figure 126: Linwood Elementary School Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

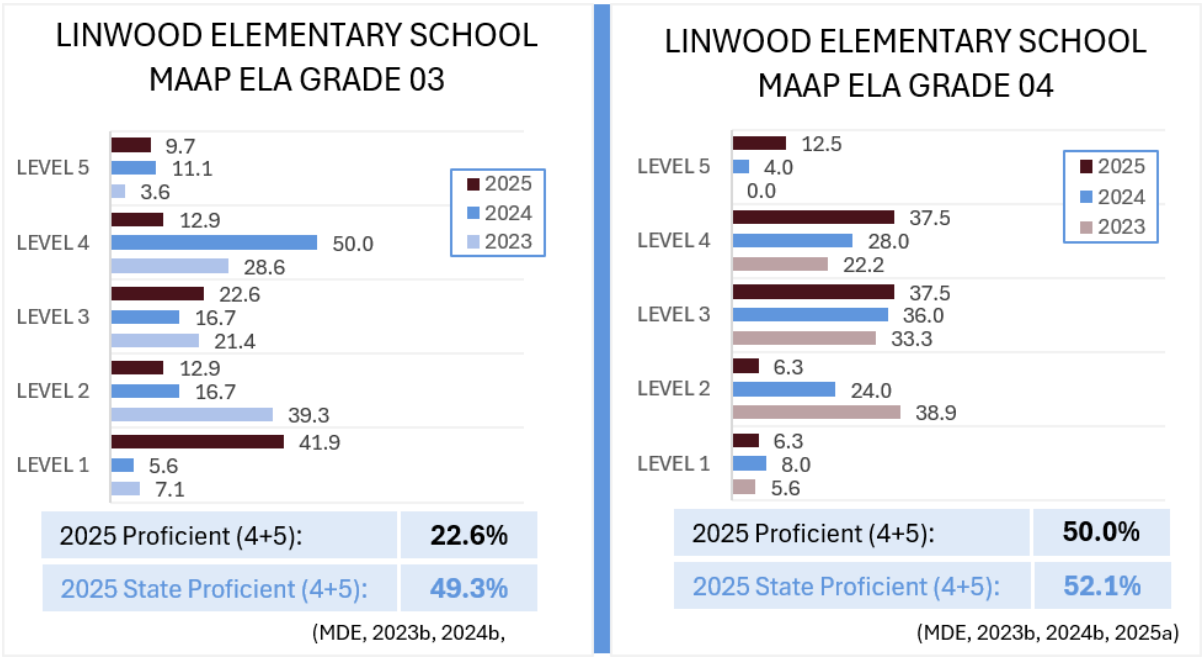


Figure 127: Linwood Elementary School MAAP ELA Grades 3 and 4

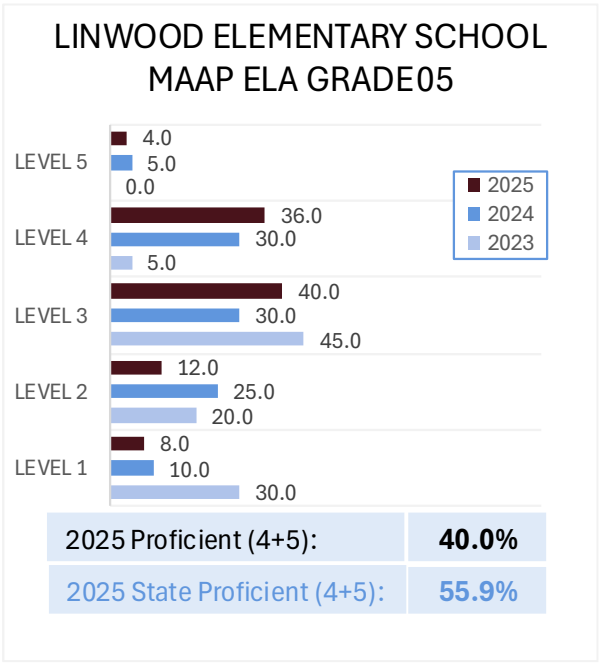
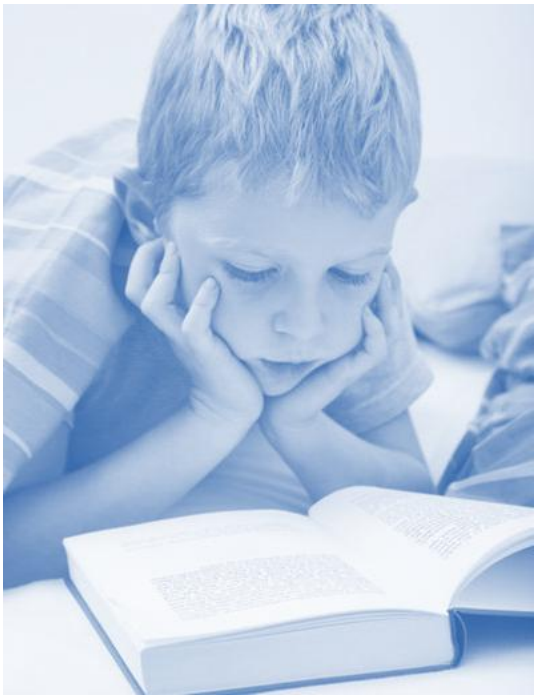


Figure 128: Linwood Elementary School MAAP ELA Grade 5



MAAP MATH

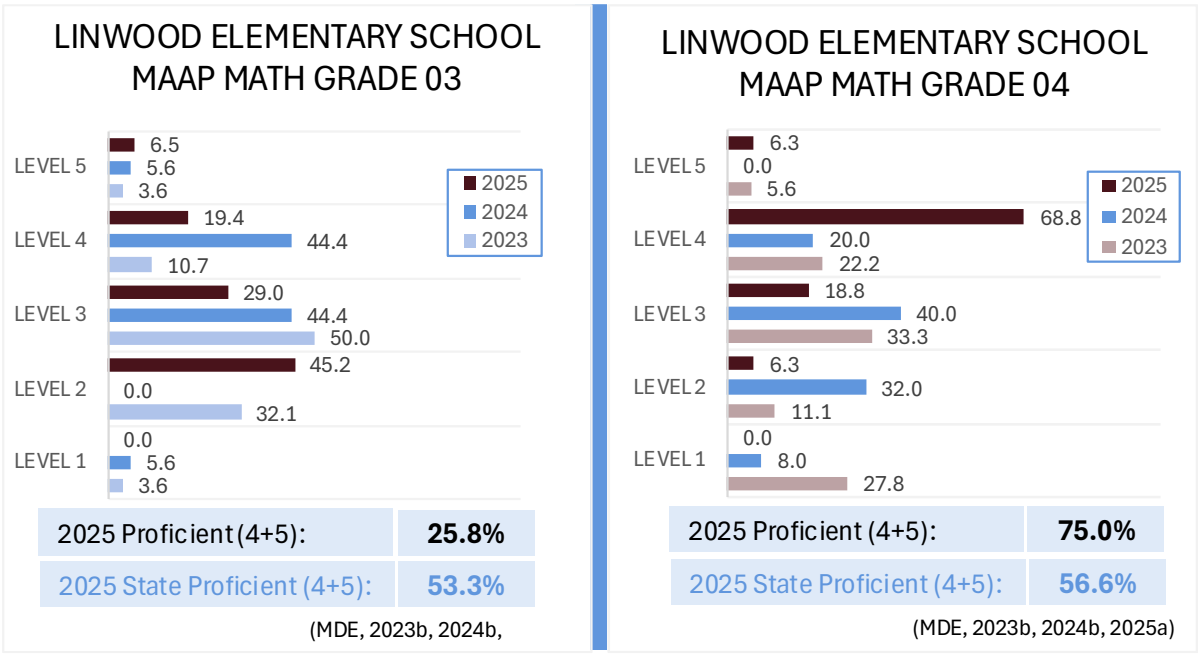


Figure 129: Linwood Elementary School MAAP Math Grades 3 and 4

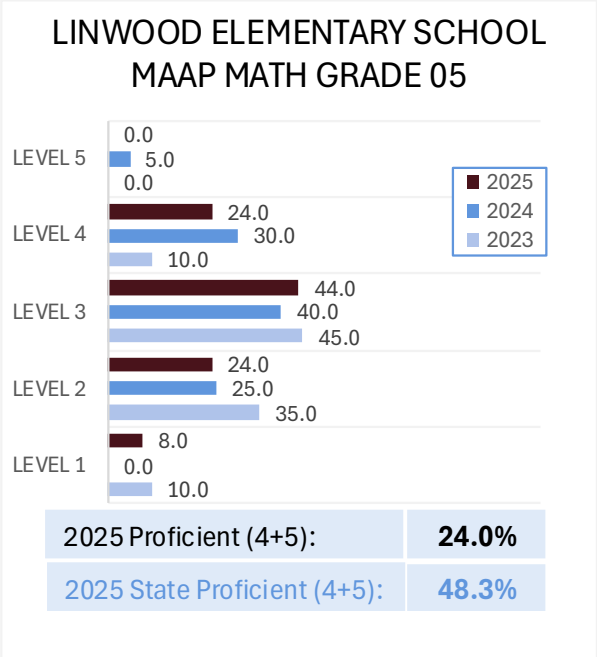


Figure 130: Linwood Elementary School MAAP Math Grade 5



MAAP SCIENCE



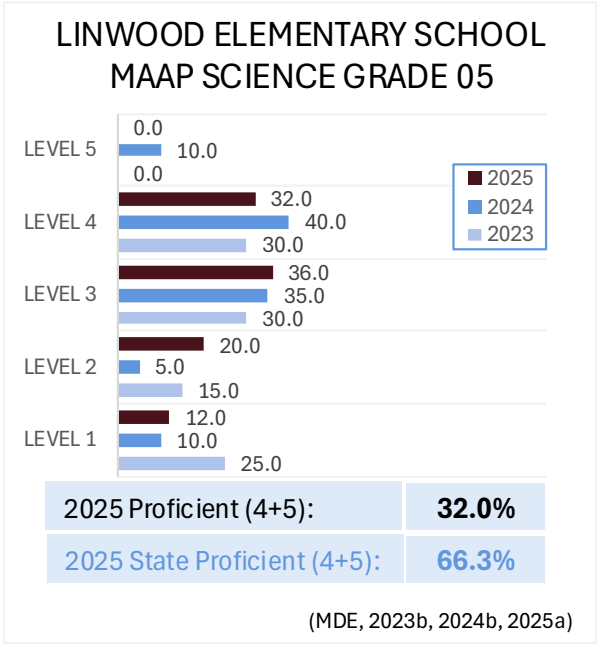


Figure 131: Linwood Elementary School MAAP Science Grade 5

LES Assessment Takeaways

Assessment results at Linwood Elementary School show uneven performance, with **several sharp year-to-year shifts across grade levels**. Early literacy readiness showed strong within-year growth in 2023–24, with prekindergarten scores rising from 380 to 595 and kindergarten scores rising from 500 to 673. However, because the readiness assessment changed across years, those results should be viewed as growth indicators rather than direct year-to-year comparisons.

Third-grade reading is a concern. The Literacy-Based Promotion Act initial pass rate rose from 53.6% in 2023 to 77.8% in 2024, then dropped to 46.7% in 2025; this took the final percentage down below the mark from 2023. MAAP ELA followed a similar pattern in Grade 3, falling from 61.1% proficient in 2024 to 22.6% in 2025. Grade 4 ELA improved to 50.0% proficient in 2025, while Grade 5 reached 40.0%.

Math results were strongest in Grade 4, where 75.0% of students scored proficient or above in 2025, well above the state rate of 56.6%. **Grade 3 math declined** from 50.0% proficient in 2024 to 25.8% in 2025, while Grade 5 math reached 24.0%. **Science also declined**, moving from 50.0% proficient in 2024 to 32.0% in 2025. Overall, the data shows strong pockets of achievement, especially Grade 4 math, but inconsistent performance across grades and subjects.

PERSONNEL

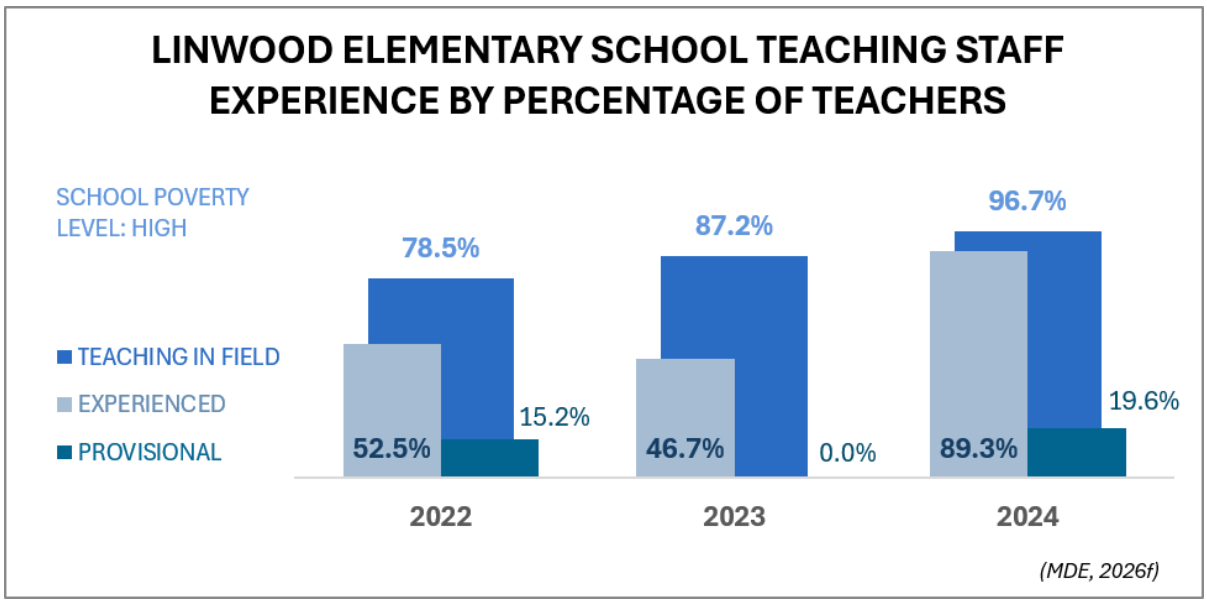


Figure 132: Linwood Elementary School Teaching Staff Experience by Percentage of Teachers

LINWOOD ELEMENTARY CNA SURVEY

INTRODUCTION

Twenty-four (24) faculty members, eight (8) parents, and seventy-two (72) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

LINWOOD ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	8	20.0%
Differentiated instruction	11	27.5%
Access to computers and individualized instruction	8	20.0%
Pre-K Program	13	32.5%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	9	37.5%
Disagree	7	29.2%
Strongly Disagree	4	16.7%
Not Applicable or No Information	1	4.2%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	6	25.0%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	9	37.5%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

I use student assessment data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	8	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Teaching special needs students	41.7%	37.5%	4.2%	4.2%	12.5%
Providing instruction to students with limited English proficiency to improve their language and academic skills	37.5%	37.5%	8.3%	0.0%	16.7%
Developing and using classroom assessments	54.2%	33.3%	0.0%	0.0%	12.5%
Closing the achievement gap between diverse groups of students	45.8%	45.8%	0.0%	0.0%	8.3%
Effective classroom management	45.8%	41.7%	8.3%	0.0%	4.2%

I contact parents every week.	Count	Percentage
Strongly Agree	6	25.0%
Agree	9	37.5%
Disagree	7	29.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	15	22.1%
Supporting college and career counseling	16	23.5%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	18	26.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	17.6%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	10.3%
To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	12	13.2%
Providing school-based mental health services and counseling	13	14.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	11	12.1%
Establishing or improving dropout prevention	6	6.6%
Supporting re-entry programs and transition services for Justice-involved youth	6	6.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	9	9.9%
Implementing systems and practices to prevent bullying and harassment	10	11.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	12	13.2%
Establishing community partnerships	12	13.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	19	28.4%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
Building technological capacity and infrastructure	11	16.4%
Carrying out innovative blended learning projects	11	16.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	14	20.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	12	17.9%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	16	66.7%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	13	54.2%
Agree	9	37.5%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

Teachers receive adequate technology training and assistance with software trouble-shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	2	8.3%
Strongly Disagree	2	8.3%
Not Applicable or No Information	1	4.2%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	12	50.0%
Disagree	3	12.5%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

My biggest equipment needs are:		
	Count	Percentage
Computers	6	12.5%
Software	14	29.2%
Mobile laptop computers	6	12.5%
Listening centers	5	10.4%
Interactive white board	4	8.3%
Classroom response system (clickers)	8	16.7%
Digital slates (e.g. iPad, Microsoft Pro)	5	10.4%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	8	33.3%
Disagree	1	4.2%
Strongly Disagree	3	12.5%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	14	58.3%
Disagree	3	12.5%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	37.5%
Agree	11	45.8%
Disagree	1	4.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	1	4.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	16.7%	16.7%	0.0%	12.5%	54.2%
Clubs/Programs	25.0%	37.5%	12.5%	4.2%	20.8%
Physical Education	25.0%	50.0%	8.3%	4.2%	12.5%
Career/Technical Education	20.8%	33.3%	0.0%	4.2%	41.7%
Technology	25.0%	45.8%	8.3%	4.2%	16.7%
Computer Science	20.8%	45.8%	8.3%	8.3%	16.7%
English/Language Arts (reading, writing, speaking, listening)	33.3%	54.2%	4.2%	4.2%	4.2%
Science	25.0%	54.2%	8.3%	4.2%	8.3%
Fine Arts (music, visual arts, dance, drama)	20.8%	16.7%	20.8%	12.5%	29.2%
Health Education	25.0%	45.8%	8.3%	4.2%	16.7%
Mathematics	25.0%	66.7%	0.0%	4.2%	4.2%
Social Studies (history, government, civics, economics)	25.0%	50.0%	8.3%	8.3%	8.3%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	8	9.3%
Utilize technology such as class websites, blogs, and videos	9	10.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	9	10.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	12.8%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	13	15.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	11	12.8%
Use bilingual handouts and cues	4	4.7%
Use visual displays, portable white boards, and posters when giving instructions	9	10.5%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	5	5.8%
Not Applicable or No Information	7	8.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	9	37.5%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	3	12.5%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	9	37.5%
Agree	11	45.8%
Disagree	4	16.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes, in this district, does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	11	45.8%
Disagree	2	8.3%
Strongly Disagree	4	16.7%
Not Applicable or No Information	0	0.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	12	50.0%
Agree	10	41.7%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

The school's priorities for the expenditure of funds are appropriate.		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	7	29.2%
Disagree	1	4.2%
Strongly Disagree	1	4.2%
Not Applicable or No Information	4	16.7%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	17	70.8%
Agree	7	29.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Writing strategies	#1
Classroom Management	#2
Response to Intervention (RTI/MTSS)	#3
Differentiated Instruction	#4
Mississippi College and Career Readiness Standards	#5
English Learners (ELs)	#6
Teaching and understanding students in poverty	#7
My specific content area	#8
Successful inclusion strategies	#9
Using technology to enhance instruction	#10
Social Emotional Learning	#11
Project-based Learning	#12
Depth of Knowledge or Rigor	#13
Conflict resolution	#14
Reading for at-risk students	#15
Personalized Instruction	#16
Incorporating Artificial Intelligence (AI) in the classroom	#17
Student usage of AI in writing	#18
Developing quality assessments	#19
Culture sensitivity	#20
Teaching and understanding homeless students	#21
Trauma-Informed Instruction	#22
Interpreting and analyzing student data	#23

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	9	37.5%
Disagree	3	12.5%
Strongly Disagree	2	8.3%
Not Applicable or No Information	0	0.0%

The professional development I have received thus far in this school district has provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	7	29.2%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	2	8.3%
Not Applicable or No Information	3	12.5%

GENERAL OPINION

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

Faculty members at Linwood Elementary praised the school for its collaborative environment where all stakeholders place a priority on caring for students and helping them succeed. Some faculty members highlighted the differentiated instruction and strong communication with parents as a positive influence on the school environment. Suggestions for improvement focused on the need for a more effective discipline plan and continued growth in the use of data to guide instruction. Faculty members also commented that standardized testing is overused and resulting in student burnout.





LINWOOD ELEMENTARY SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	5	23.8%
Differentiated instruction	7	33.3%
Access to computers and individualized instruction	6	28.6%
Pre-K Program	3	14.3%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	6	75.0%
No	2	25.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	1	12.5%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	1	12.5%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	0	0.0%
Computer Classes	1	2.8%
Conflict Resolution	2	5.6%
Discipline	2	5.6%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	1	2.8%
Health Classes	3	8.3%
Literacy Classes	4	11.1%
Math Classes	5	13.9%
Parent-to-School Relationships	4	11.1%
Parent/Child Communication	3	8.3%
Preparing for College	2	5.6%
Parenting Workshops	2	5.6%
Social Media Classes	0	0.0%
Stress/Anger Management	5	13.9%
Understanding College- and Career-Ready Standards	2	5.6%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	1	3.7%
District and/or school newsletters	3	11.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	3	11.1%
Resource materials for parental training	4	14.8%
Training for parents to work with other parents on becoming involved in the schools	5	18.5%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	4	14.8%
Home/School folders	4	14.8%
Home/School planners	3	11.1%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	5	22.7%
Supporting college and career counseling	2	9.1%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	5	22.7%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	5	22.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	5	22.7%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	5	13.9%
Providing school-based mental health services and counseling	5	13.9%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	8.3%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Establishing or improving dropout prevention	2	5.6%
Supporting re-entry programs and transition services for Justice-involved youth	2	5.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	16.7%
Implementing systems and practices to prevent bullying and harassment	7	19.4%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	4	11.1%
Establishing community partnerships	2	5.6%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	5	22.7%
Building technological capacity and infrastructure	6	27.3%
Carrying out innovative blended learning projects	4	18.2%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	5	22.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	9.1%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	5	62.5%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

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

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

Teachers and administrators in our school consistently enforce school rules.

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

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

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

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	4	50.0%
Agree	4	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	3	37.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	1	12.5%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Foreign Languages	0.0%	25.0%	25.0%	12.5%	37.5%
Clubs/Programs	0.0%	50.0%	0.0%	12.5%	37.5%
Physical Education	12.5%	37.5%	12.5%	0.0%	37.5%
Career/Technical Education	25.0%	25.0%	0.0%	12.5%	37.5%
Technology	12.5%	37.5%	0.0%	12.5%	37.5%
Computer Science	12.5%	25.0%	0.0%	12.5%	50.0%
English/Language Arts (reading, writing, speaking, listening)	37.5%	37.5%	0.0%	12.5%	12.5%
Science	37.5%	37.5%	12.5%	0.0%	12.5%
Fine Arts (music, visual arts, dance, drama)	25.0%	37.5%	12.5%	0.0%	25.0%
Health Education	12.5%	37.5%	12.5%	0.0%	37.5%
Mathematics	37.5%	37.5%	12.5%	0.0%	12.5%
Social Studies (history, government, civics, economics)	25.0%	37.5%	25.0%	0.0%	12.5%

My child's (children's) counselor informs him/her about career technical opportunities as well as about post-secondary education opportunities.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	2	25.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Career Technical Education should teach skills that students need to be successful after graduation.		
	Count	Percentage
Strongly Agree	2	25.0%
Agree	4	50.0%
Disagree	1	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	4	50.0%
Agree	2	25.0%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

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

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

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

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

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	5	62.5%
Agree	1	12.5%
Disagree	1	12.5%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	5	11.9%
Checked my child's grades/assignments online	6	14.3%
Been in contact with my child's teacher	8	19.0%
Received a newsletter from the district, school, or teacher	7	16.7%
Worked with a committee or group on school or district policies	1	2.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	4	9.5%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	5	11.9%
Volunteered at my child's school	3	7.1%
Participated in Community Engagement Council at Yazoo County Middle School	0	0.0%
Attended annual Title I meeting	3	7.1%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	3	37.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

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

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	6	75.0%
Agree	1	12.5%
Disagree	0	0.0%
Strongly Disagree	1	12.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	5	62.5%
Agree	3	37.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	2	25.0%
Disagree	2	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	4	50.0%
Agree	2	25.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	25.0%

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	6	75.0%
Agree	1	12.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	12.5%

GENERAL OPINION

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

Parents offered limited responses to the open-ended questions. They praised the school for its communication with parents and expressed appreciation for the teacher/parent newsletter. One parent suggested improvements were needed on the gym.

LINWOOD ELEMENTARY SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	28	35.9%
Differentiated instruction	26	33.3%
Access to computers and individualized instruction	22	28.2%
Pre-K Program	2	2.6%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	41	56.9%
Agree	22	30.6%
Disagree	4	5.6%
Strongly Disagree	2	2.8%
Not Applicable or No Information	3	4.2%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	25	34.7%
Agree	20	27.8%
Disagree	13	18.1%
Strongly Disagree	10	13.9%
Not Applicable or No Information	4	5.6%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	32	44.4%
Agree	22	30.6%
Disagree	5	6.9%
Strongly Disagree	2	2.8%
Not Applicable or No Information	11	15.3%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	34	47.2%
Agree	28	38.9%
Disagree	5	6.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	4	5.6%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	40	55.6%
Agree	22	30.6%
Disagree	1	1.4%
Strongly Disagree	5	6.9%
Not Applicable or No Information	4	5.6%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	27	37.5%
Agree	29	40.3%
Disagree	6	8.3%
Strongly Disagree	3	4.2%
Not Applicable or No Information	7	9.7%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	32	44.4%
Agree	22	30.6%
Disagree	8	11.1%
Strongly Disagree	4	5.6%
Not Applicable or No Information	6	8.3%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	38	52.8%
Agree	22	30.6%
Disagree	5	6.9%
Strongly Disagree	7	9.7%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	52	72.2%
Agree	14	19.4%
Disagree	1	1.4%
Strongly Disagree	5	6.9%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	39	54.2%
Agree	21	29.2%
Disagree	7	9.7%
Strongly Disagree	4	5.6%
Not Applicable or No Information	1	1.4%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	40	55.6%
Agree	19	26.4%
Disagree	3	4.2%
Strongly Disagree	6	8.3%
Not Applicable or No Information	4	5.6%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	47	65.3%
Agree	18	25.0%
Disagree	3	4.2%
Strongly Disagree	4	5.6%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	43	59.7%
Agree	19	26.4%
Disagree	5	6.9%
Strongly Disagree	4	5.6%
Not Applicable or No Information	1	1.4%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Computer Science	63.9%	25.0%	6.9%	2.8%	1.4%
English/Language Arts (reading, writing, speaking, listening)	79.2%	16.7%	0.0%	4.2%	0.0%
Science	66.7%	26.4%	2.8%	4.2%	0.0%
Fine Arts (music, visual arts, dance, drama)	41.7%	9.7%	9.7%	16.7%	22.2%
Health Education	68.1%	22.2%	5.6%	4.2%	0.0%
Mathematics	63.9%	29.2%	2.8%	2.8%	1.4%
Social Studies (history, government, civics, economics)	62.5%	27.8%	4.2%	4.2%	1.4%
Foreign Languages	36.1%	15.3%	16.7%	12.5%	19.4%
Clubs/Programs	68.1%	22.2%	1.4%	6.9%	1.4%
Physical Education	62.5%	22.2%	8.3%	5.6%	1.4%
Career/Technical Education	52.8%	16.7%	12.5%	6.9%	11.1%
Technology	56.9%	29.2%	4.2%	8.3%	1.4%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	46	63.9%
Agree	22	30.6%
Disagree	2	2.8%
Strongly Disagree	2	2.8%
Not Applicable or No Information	0	0.0%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	49	68.1%
Agree	17	23.6%
Disagree	3	4.2%
Strongly Disagree	3	4.2%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	40	55.6%
Agree	20	27.8%
Disagree	2	2.8%
Strongly Disagree	8	11.1%
Not Applicable or No Information	2	2.8%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	46	63.9%
Agree	16	22.2%
Disagree	5	6.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	4	5.6%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	34	47.2%
Agree	12	16.7%
Disagree	14	19.4%
Strongly Disagree	10	13.9%
Not Applicable or No Information	2	2.8%

My school informs me about Career Technical Education opportunities.		
	Count	Percentage
Strongly Agree	27	37.5%
Agree	21	29.2%
Disagree	12	16.7%
Strongly Disagree	2	2.8%
Not Applicable or No Information	10	13.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	39	54.2%
Agree	23	31.9%
Disagree	5	6.9%
Strongly Disagree	2	2.8%
Not Applicable or No Information	3	4.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	41	56.9%
Agree	20	27.8%
Disagree	5	6.9%
Strongly Disagree	4	5.6%
Not Applicable or No Information	2	2.8%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	45	62.5%
Agree	10	13.9%
Disagree	10	13.9%
Strongly Disagree	7	9.7%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	36	50.0%
Agree	26	36.1%
Disagree	3	4.2%
Strongly Disagree	2	2.8%
Not Applicable or No Information	5	6.9%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	39	54.2%
Agree	19	26.4%
Disagree	4	5.6%
Strongly Disagree	6	8.3%
Not Applicable or No Information	4	5.6%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	43	59.7%
Agree	17	23.6%
Disagree	6	8.3%
Strongly Disagree	4	5.6%
Not Applicable or No Information	2	2.8%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	40	55.6%
Agree	20	27.8%
Disagree	4	5.6%
Strongly Disagree	6	8.3%
Not Applicable or No Information	2	2.8%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	31	43.1%
Agree	24	33.3%
Disagree	8	11.1%
Strongly Disagree	7	9.7%
Not Applicable or No Information	2	2.8%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	43	59.7%
Agree	17	23.6%
Disagree	3	4.2%
Strongly Disagree	6	8.3%
Not Applicable or No Information	3	4.2%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	40	55.6%
Agree	21	29.2%
Disagree	5	6.9%
Strongly Disagree	3	4.2%
Not Applicable or No Information	3	4.2%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	37	51.4%
Agree	17	23.6%
Disagree	9	12.5%
Strongly Disagree	3	4.2%
Not Applicable or No Information	6	8.3%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	53	73.6%
Agree	10	13.9%
Disagree	3	4.2%
Strongly Disagree	3	4.2%
Not Applicable or No Information	3	4.2%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	36	50.0%
Agree	17	23.6%
Disagree	6	8.3%
Strongly Disagree	7	9.7%
Not Applicable or No Information	6	8.3%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	42	58.3%
Agree	13	18.1%
Disagree	8	11.1%
Strongly Disagree	6	8.3%
Not Applicable or No Information	3	4.2%

GENERAL OPINION

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

Students from Linwood Elementary School praised the school for its caring teachers, supportive atmosphere, and strong academic instruction. Students frequently mentioned that teachers help them succeed in core subjects while creating a positive learning environment. They also appreciated the school's cleanliness, organized events and clubs, meals, field trips, and extracurricular opportunities. As one student noted, "The teaching is great and the teachers. Also everyone is nice," reflecting the positive relationships and sense of support many students experience each day. Suggestions for

improvement focused on upgrading playgrounds and facilities, improving bathrooms, enhancing heating and air systems, expanding extracurricular options such as soccer, volleyball, art, music, and dance, and providing additional celebrations, field trips, and incentives for academic achievement.

LINWOOD ELEMENTARY SCHOOL ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	0	0.0%
Differentiated instruction	1	33.3%
Access to computers and individualized instruction	0	0.0%
Pre-K Program	2	66.7%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	2	66.7%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	2	66.7%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	2	66.7%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	33.3%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	1	33.3%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	2	66.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	1	33.3%
Agree	1	33.3%
Disagree	1	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	2	66.7%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	33.3%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	3	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Social Studies (history, government, civics, economics)	33.3%	0.0%	33.3%	0.0%	33.3%
Foreign Languages	33.3%	0.0%	33.3%	0.0%	33.3%
Clubs/Programs	66.7%	33.3%	0.0%	0.0%	0.0%
Physical Education	33.3%	33.3%	0.0%	33.3%	0.0%
Career/Technical Education	33.3%	0.0%	33.3%	0.0%	33.3%
Technology	66.7%	0.0%	0.0%	33.3%	0.0%
Computer Science	33.3%	66.7%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	33.3%	33.3%	33.3%	0.0%	0.0%
Science	33.3%	33.3%	0.0%	33.3%	0.0%
Fine Arts (music, visual arts, dance, drama)	66.7%	0.0%	0.0%	33.3%	0.0%
Health Education	33.3%	33.3%	33.3%	0.0%	0.0%
Mathematics	33.3%	66.7%	0.0%	0.0%	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	3	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	3	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

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

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

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

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

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

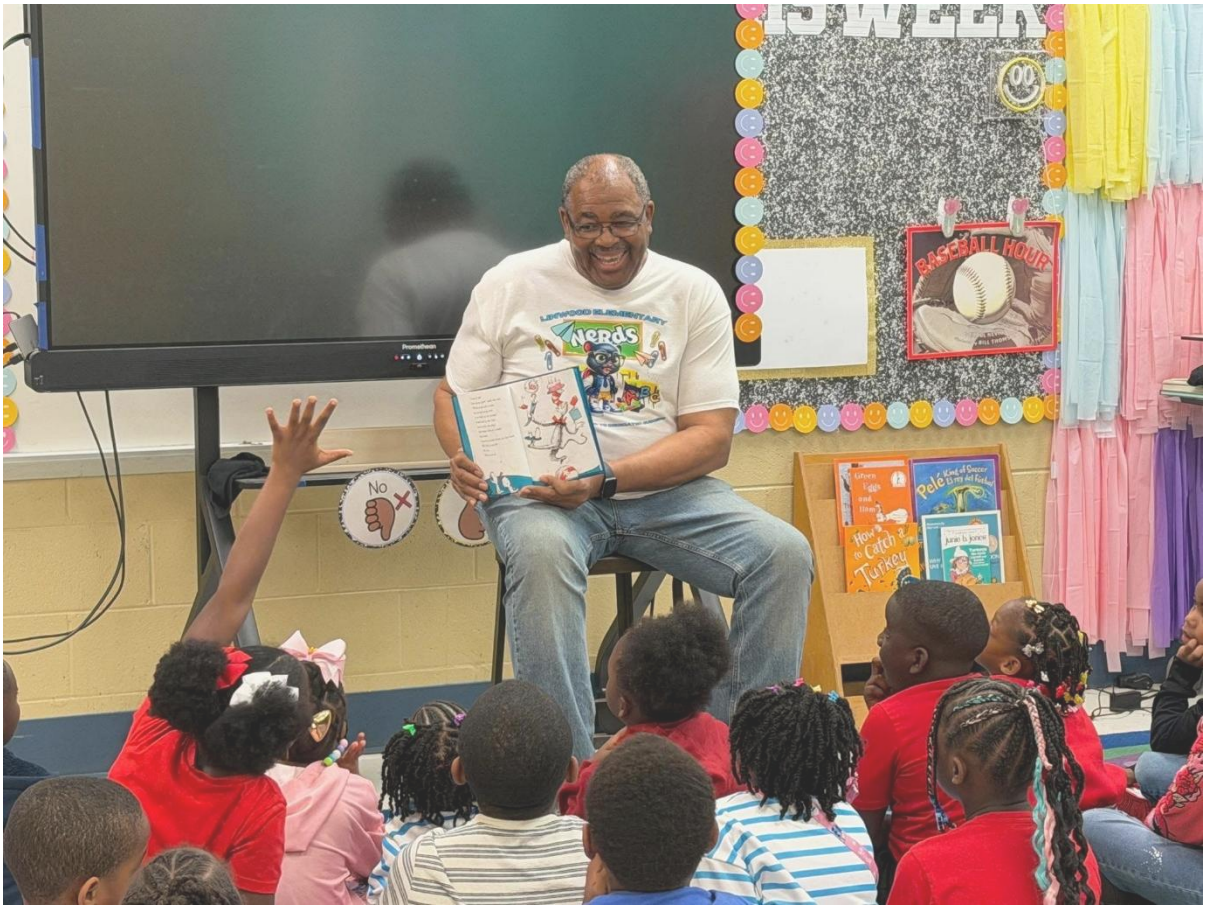
I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

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

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	2	66.7%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	33.3%



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Linwood Elementary School demonstrates several encouraging indicators while continuing to face some academic. The school has experienced **steady enrollment growth** over the past five years, making it one of the district's strongest enrollment success stories. This growth suggests continued confidence among families and a stable elementary foundation.

Attendance trends are generally positive, with **strong daily attendance rates** and relatively **manageable levels of chronic absenteeism** compared to many schools across the district. Students, parents, and faculty consistently describe a supportive learning environment characterized by caring staff, positive relationships, and strong communication. Survey responses reinforce these perceptions, with approximately 86% of district stakeholders agreeing that teachers are properly certified and effective, about 83% agreeing that students have access to learning resources, and approximately 77% expressing satisfaction with how school staff treat students. These strengths provide a strong foundation for future improvement.

Academically, however, the school faces the challenge of translating positive culture and stable enrollment into higher levels of proficiency across all student groups. While some content areas show growth and several subgroups demonstrate promising performance, **achievement gaps and proficiency levels in reading and mathematics remain areas requiring focused attention**. As with many schools across the district, concerns regarding **student behavior and consistency of expectations** also emerge in survey responses, suggesting that **academic improvement and school climate efforts must remain closely connected**.

STRENGTHS



1) **Sustained enrollment growth.** Unlike many schools experiencing declining student populations, Linwood has shown consistent growth and stability, indicating that families view the school as an attractive

educational option. Strong parent perceptions further support this conclusion. Parents praised communication efforts and expressed appreciation for the teacher-parent newsletter, suggesting that the school has established positive relationships with families.



2) **A positive culture among students and staff.** Faculty survey responses showed strong confidence in teacher effectiveness, collaboration, and commitment to student success. Open-ended comments highlighted a supportive professional environment and a shared dedication to helping students learn. Students similarly reported positive experiences with teachers, school activities, and the overall learning environment. These findings indicate that Linwood possesses strong relational capital that can support future improvement initiatives.



3) **Early childhood programming.** Parent responses showed overwhelming support for preschool and kindergarten opportunities, with nearly 88% agreeing that preschool and kindergarten classes improve student achievement. Faculty members also identified the Pre-K program as one of the most beneficial aspects of federal programming. Strong early childhood participation creates an important opportunity to establish literacy, numeracy, attendance, and behavioral habits before students enter the upper elementary grades.



4) **School facilities and learning resources.** Among parent respondents, approximately 79% agreed that facilities adequately support instructional programs. This aligns with broader district survey results showing strong stakeholder confidence in student access to technology, instructional resources, and learning supports. A positive physical environment combined with access to resources gives teachers important tools to support student achievement.

CHALLENGES



1) **Ensuring that academic outcomes consistently match its strong climate and enrollment indicators.** Positive relationships and strong participation alone do not guarantee high levels of academic achievement. Continued focus on reading and mathematics proficiency remains necessary, particularly as accountability expectations continue to increase.



2) **Achievement gaps.** Like many schools across the district, students with disabilities and historically underserved student groups often experience lower performance levels than their peers. Even when overall performance improves, subgroup disparities can prevent broader school improvement and create barriers to long-term success.



3) **Instructional consistency and support.** While most teachers expressed positive perceptions of collaboration and professional development, a meaningful minority indicated concerns about professional learning opportunities and the time available for collaborative planning. Approximately 20% of parents also expressed concerns about facilities, demonstrating that although perceptions are generally positive, there remain opportunities for improvement.



4) **Maintaining momentum as enrollment grows.** Increasing enrollment can be a positive indicator, but it also creates pressure on staffing, scheduling, facilities, intervention services, and resource allocation. Without careful planning, growth can strain systems that currently contribute to the school's positive culture.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: NEXT 3–6 MONTHS

1. **Strengthen its focus on foundational literacy and mathematics** through frequent progress monitoring and targeted intervention. Teachers should identify students who are performing below grade level and ensure that intervention plans are aligned to specific skill deficits. Instructional leaders should regularly review student growth data and adjust supports based on evidence rather than waiting for annual assessment results.
2. **Capitalize on its strong parent relationships** by increasing communication around academic expectations and student progress. Families should receive clear information about grade-level standards, intervention opportunities, attendance expectations, and strategies they can use at home to support learning.
3. **Review classroom behavior expectations and instructional routines.** Because districtwide survey data indicate concerns about student behavior, establishing greater consistency in expectations can help protect instructional time and strengthen school culture.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Develop a schoolwide literacy framework** that connects early childhood instruction with upper elementary expectations. Teachers across grade levels should collaborate around common literacy strategies, vocabulary development, writing expectations, and intervention practices. Strong early childhood programs create an opportunity to build a seamless instructional progression from Pre-K through the upper grades.
2. **Strengthen support systems** for students with disabilities and other struggling learners. Intervention schedules, progress monitoring processes, and instructional accommodations should be reviewed to ensure that students receive timely and effective support. Professional development should focus on evidence-based instructional strategies that address diverse learner needs.
3. **Faculty collaboration should become more structured and data-driven.** Teachers should have dedicated opportunities to examine student work, discuss instructional practices, and identify successful strategies that can be replicated across classrooms. This approach can help ensure that effective teaching practices are consistently implemented throughout the school.

LONG-TERM PRIORITIES: 1–3 YEARS

1. **Develop a long-term achievement plan** that leverages Linwood's strengths in enrollment, early childhood programming, and school culture. The goal should be to transform these advantages into consistently strong academic outcomes across all grade levels and student groups.
2. **Invest in a sustainable professional learning model** focused on literacy, mathematics, differentiation, and student engagement. Professional development should be tied directly to student performance data and should include coaching, classroom observation, and collaborative planning opportunities.
3. **Address facility needs associated with continued enrollment growth.** Although stakeholder perceptions are generally positive, maintaining high-quality learning environments will become increasingly important as enrollment expands. The district should proactively evaluate classroom capacity, instructional spaces, and support-service needs to ensure that growth does not diminish program quality.

YAZOO COUNTY MIDDLE SCHOOL

INTRODUCTION

Yazoo County Middle School is located at 116 Panther Drive in Yazoo City, MS. Led by its principal, Dr. Frank Woods III, and its assistant principal Mr. Tyler Crawford, YCMS currently serves two hundred fifty-five (255) students in grades six through eight (6-8). As a traditional middle school, it focuses on core academics while gradually expanding students' access to exploratory courses, extracurricular activities, and early career awareness. Students have opportunities to participate in a variety of extracurricular activities, including football, basketball, and band. Student may also choose to be involved in school clubs such as Robotics Team, Technology Student Association, Student Government Association, and Garden Club, which maintains the school's garden.

In the 2025-26 school year, YCMS earned statewide recognition through its student leadership programs, including receiving the Mississippi Student Council Association's Excellent Project Award and celebrating a student who was named Student Council Member of the Year. The school's Technology Student Association also captured first place in Mississippi in the Leadership Strategies competition. Excellence is reflected in the accomplishments of faculty as well, with sixth-grade math and science teacher Mrs. Davis-Hardy earning the distinction of Mississippi Rural Teacher of the Year for 2026.



Community engagement remains a priority through events such as Family Literacy Nights, Trunk or Treat, Coffee and Conversation with Administration. The school also promotes positive character through its Student of the Month program, which recognizes students who demonstrate respect, responsibility, and Panther Pride.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

YAZOO COUNTY MIDDLE SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	339	299	275	258	255
GR_06	*	96	85	75	95
GR_07	116	*	95	85	73
GR_08	123	102	84	98	87
					(MDE, 2025m)

Figure 133: Yazoo County Middle School Enrollment by Grade Level

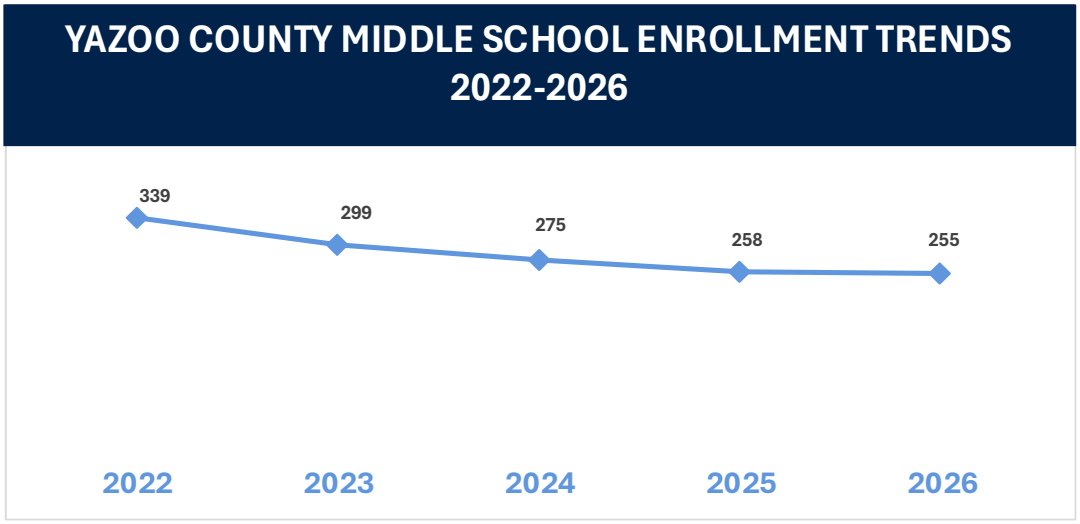


Figure 134: Yazoo County Middle School Enrollment Trends 2022-2026

YAZOO COUNTY MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	339	299	275	258	255
GENDER	FEMALE	179	143	134	120	127
	MALE	160	156	141	138	128
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	187	156	143	137	142
	HISPANIC OR LATINO	*	*	*	*	*
	TWO OR MORE RACES	17	17	18	11	15
	WHITE	125	117	106	99	92
						(MDE, 2025m)

Figure 135: Yazoo County Middle School Enrollment by Demographic Group

YAZOO COUNTY MIDDLE SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	55.2%	55.7%	0.5%
TWO OR MORE RACES	5.0%	5.9%	0.9%
WHITE	36.9%	36.1%	-0.8%

Figure 136: Yazoo County Middle School Change in Ethnic Group Percent of Enrollment Over 5 Years

ATTENDANCE

YAZOO COUNTY MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	271.2	250.0	235.4
GR_06	88.1	78.5	69.2
GR_07	82.1	85.3	77.5
GR_08	92.7	76.8	88.7
(MDE, 2023o, 2024q, 2025s)			

Figure 137: Yazoo County Middle School Average Daily Attendance

YAZOO COUNTY MIDDLE SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	90.7%	90.9%	91.2%
GR_06	91.8%	92.4%	92.3%
GR_07		89.8%	91.1%
GR_08	90.8%	91.5%	90.5%
(MDE, 2023o, 2024q, 2025m, 2025			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 138: Yazoo County Middle School Estimated Average Daily Attendance as Percentage of Enrollment

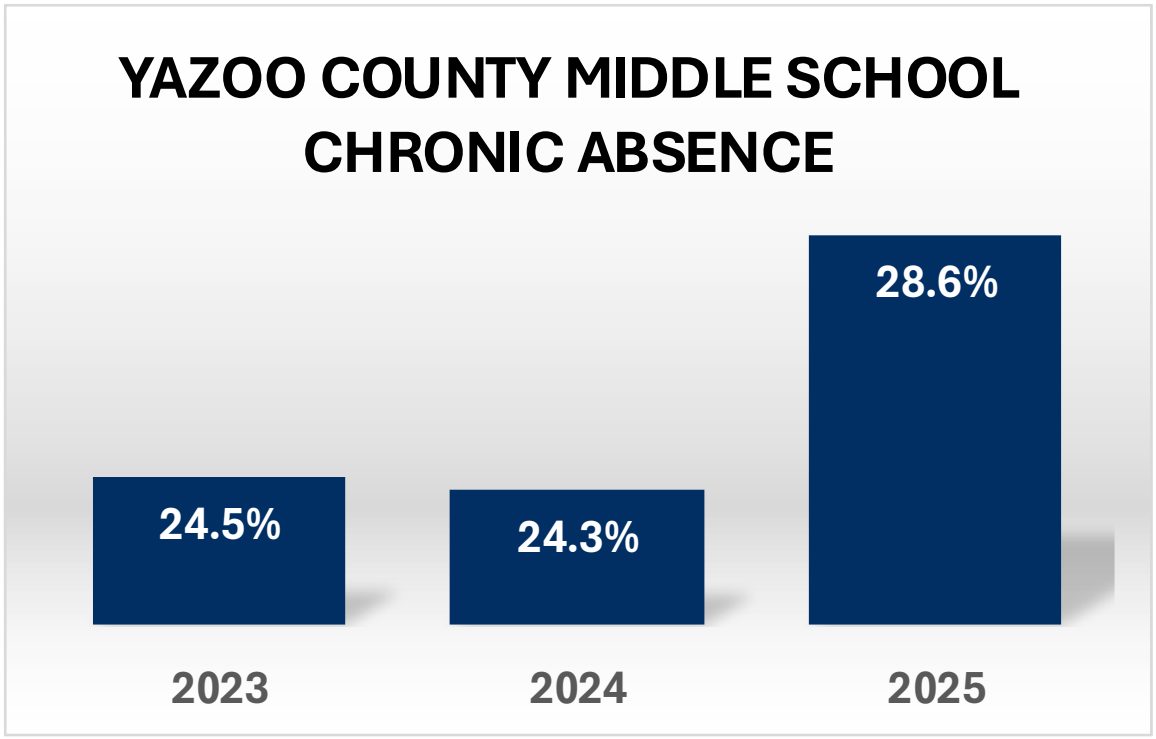


Figure 139: Yazoo County Middle School Chronic Absence



YAZOO COUNTY MIDDLE SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	24.5	24.3	28.6
GENDER	FEMALE	25.3	21.9	27.1
	MALE	23.8	26.7	29.9
DISABILITY	STUDENTS WITH DISABILITIES	31.0	28.1	34.0
	STUDENTS WITHOUT DISABILITIES	23.1	23.4	27.4
EL	LIMITED ENGLISH PROFICIENCY	≤5%	≤5%	≤5%
RACE	ASIAN	≤5%	≤5%	≤5%
	BLACK OR AFRICAN AMERICAN	23.2	23.2	22.3
	HISPANIC OR LATINO	≤5%	≤5%	≤5%
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	23.5	26.3	41.7
	WHITE	28.2	27.0	37.3
				(MDE, 2026f)

Figure 140: Yazoo County Middle School Chronic Absence Percentage by Demographic Group

YCMS Enrollment and Attendance Takeaways

Total enrollment decreased from 339 students in 2022 to 255 students in 2026, **a loss of nearly 25%.** The largest decline occurred between 2022 and 2023, when enrollment fell from 339 to 299 students. While enrollment has contracted overall, grade-level patterns show some variation. Sixth-grade enrollment rebounded from 75 students in 2025 to 95 in 2026, suggesting a stronger incoming cohort. In contrast, seventh-grade enrollment declined steadily to 73 students in 2026, while eighth grade decreased from 123 students in 2022 to 87 in 2026.

The school's **demographic composition has remained relatively stable** despite the enrollment decline. Black or African American students continue to represent the majority of the student body, increasing slightly from 55.2% of enrollment in 2022 to 55.7% in 2026. White students accounted for 36.9% of enrollment in 2022 and 36.1% in 2026, while students identifying as two or more races increased from 5.0% to 5.9%. Female enrollment exceeded male enrollment throughout the period, although both groups experienced declines.

Attendance rates remained strong despite shrinking enrollment. Estimated average daily attendance held steady at approximately 91% from 2023 through 2025. However, **chronic absenteeism increased** from 24.3% in 2024 to 28.6% in 2025. These trends show a school that is maintaining stable engagement among enrolled students while navigating a gradual decline in total enrollment.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

YAZOO COUNTY MIDDLE SCHOOL ACCOUNTABILITY RATE

2023		2024		2025
D		C		D
294	↑	343	↓	297

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

Figure 141: Yazoo County Middle School Accountability Rating

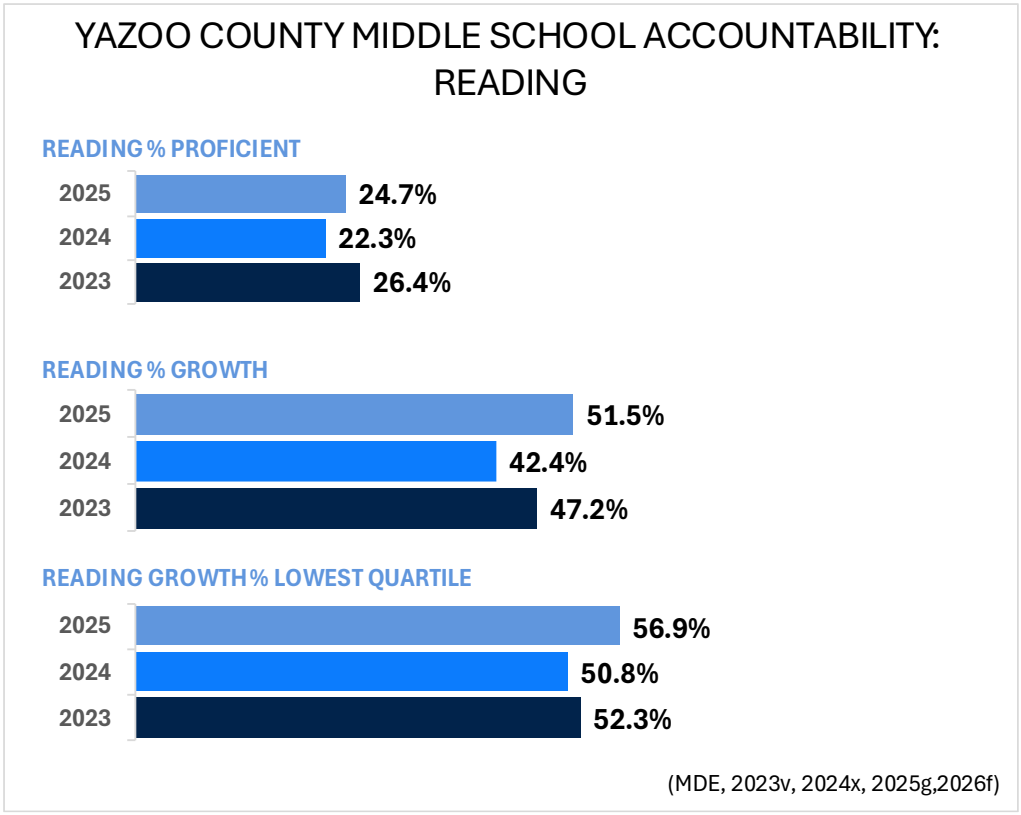


Figure 142: Yazoo County Middle School Accountability: Reading

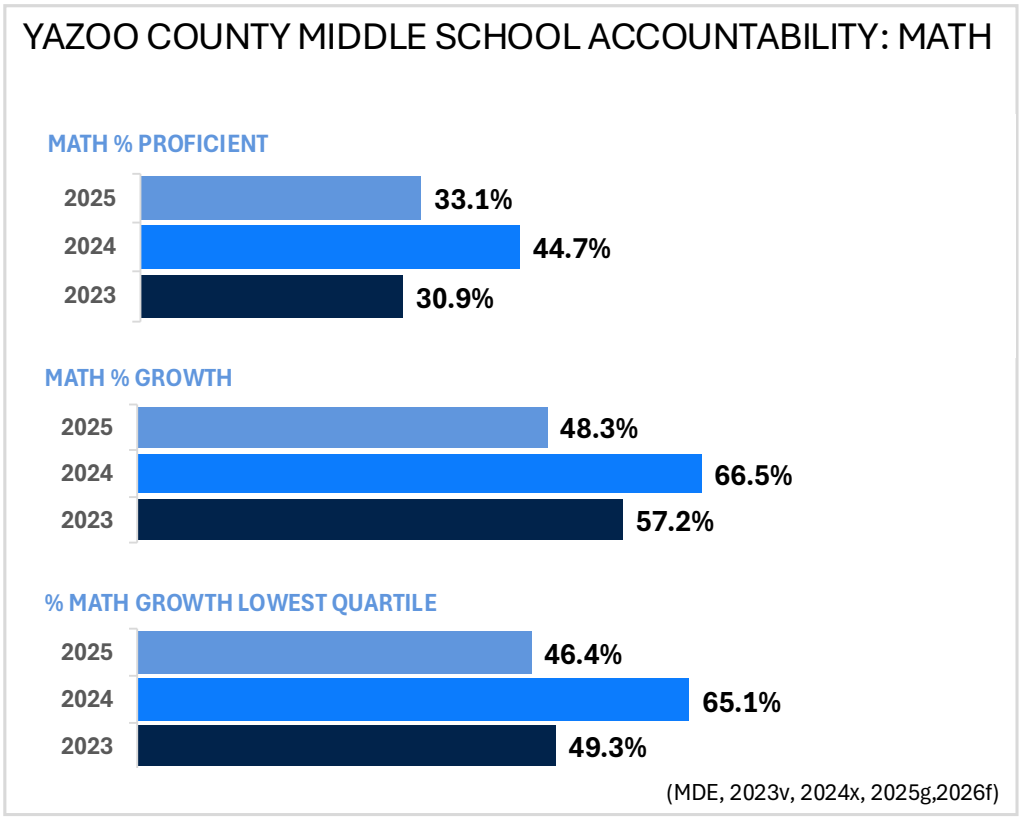


Figure 143: Yazoo County Middle School Accountability: Math

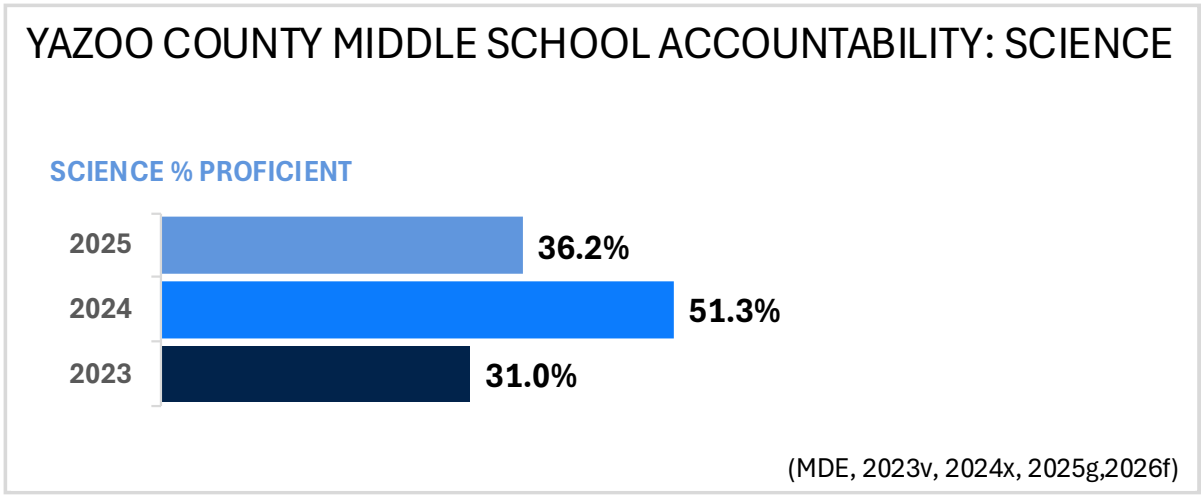


Figure 144: Yazoo County Middle School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

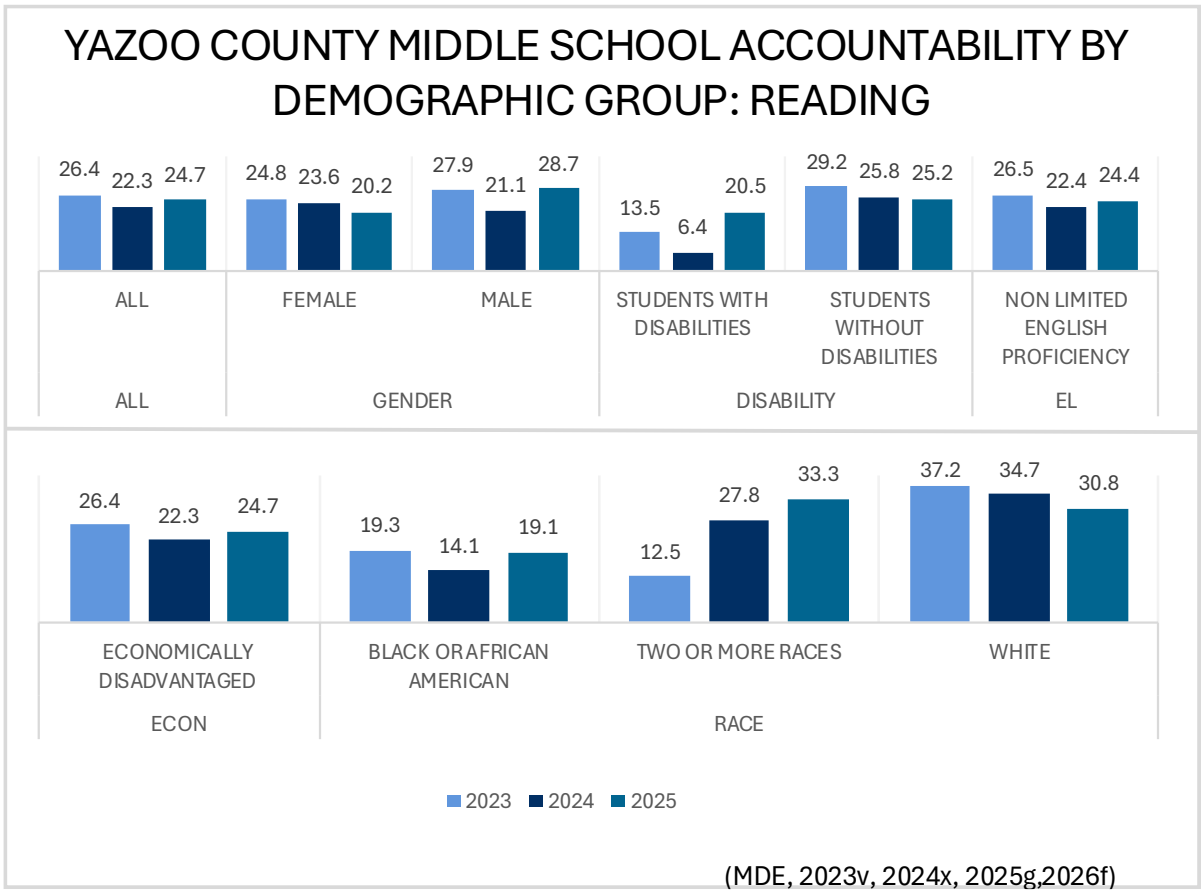


Figure 145: Yazoo County Middle School Accountability by Demographic Group: Reading

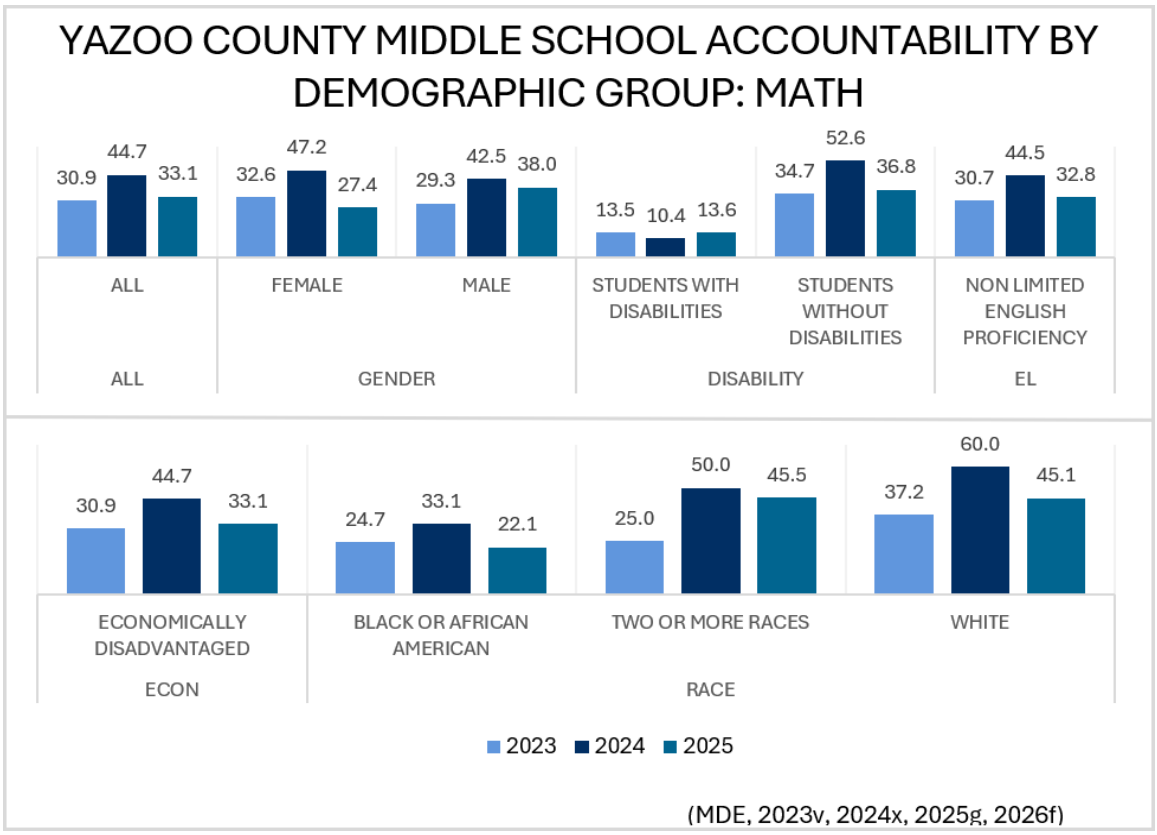


Figure 146: Yazoo County Middle School Accountability by Demographic Group: Math

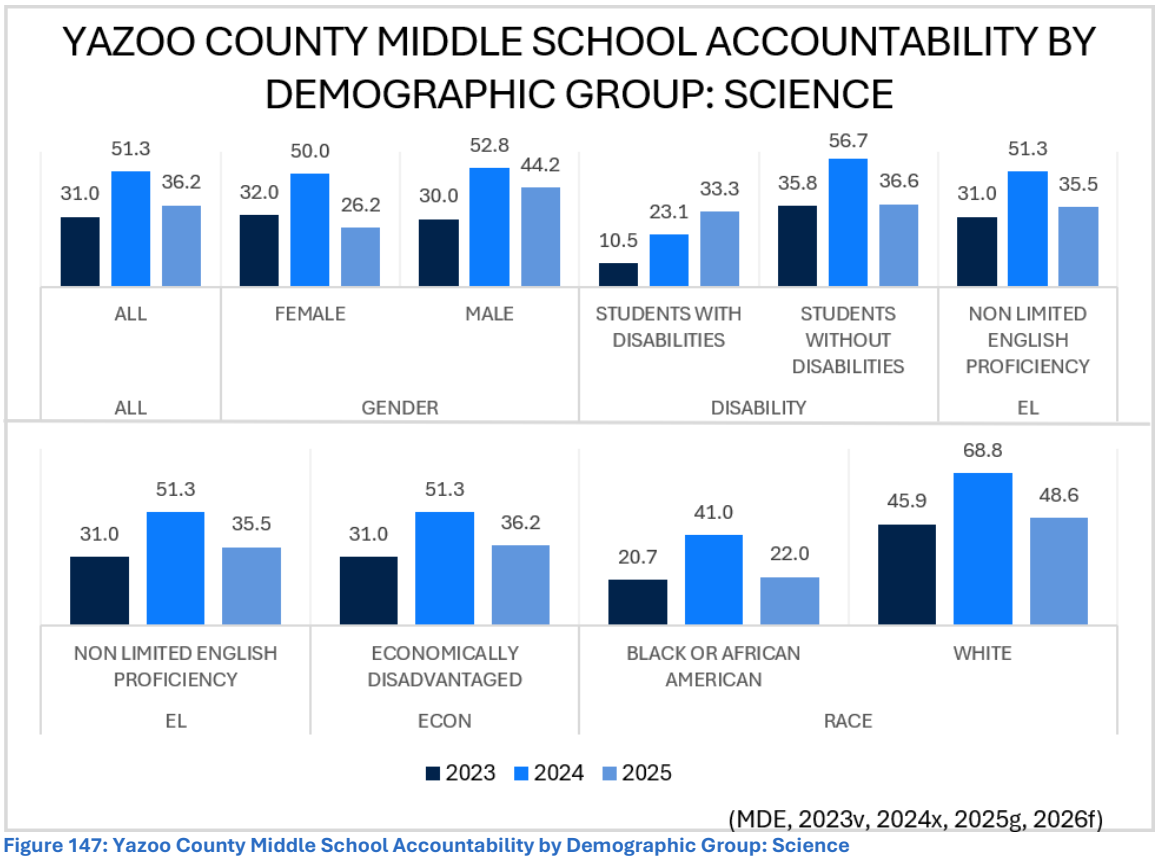


Figure 147: Yazoo County Middle School Accountability by Demographic Group: Science

PROFICIENCY GAP TO GOAL

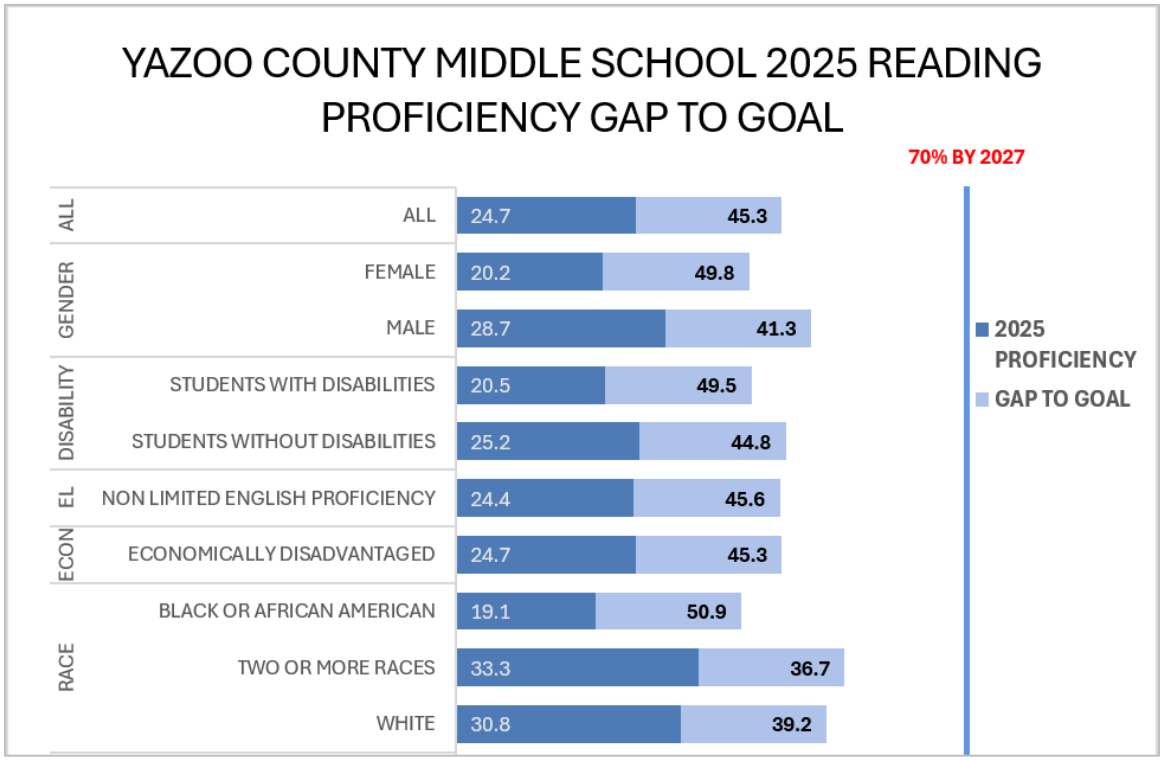


Figure 148: Yazoo County Middle School 2025 Reading Proficiency Gap to Goal

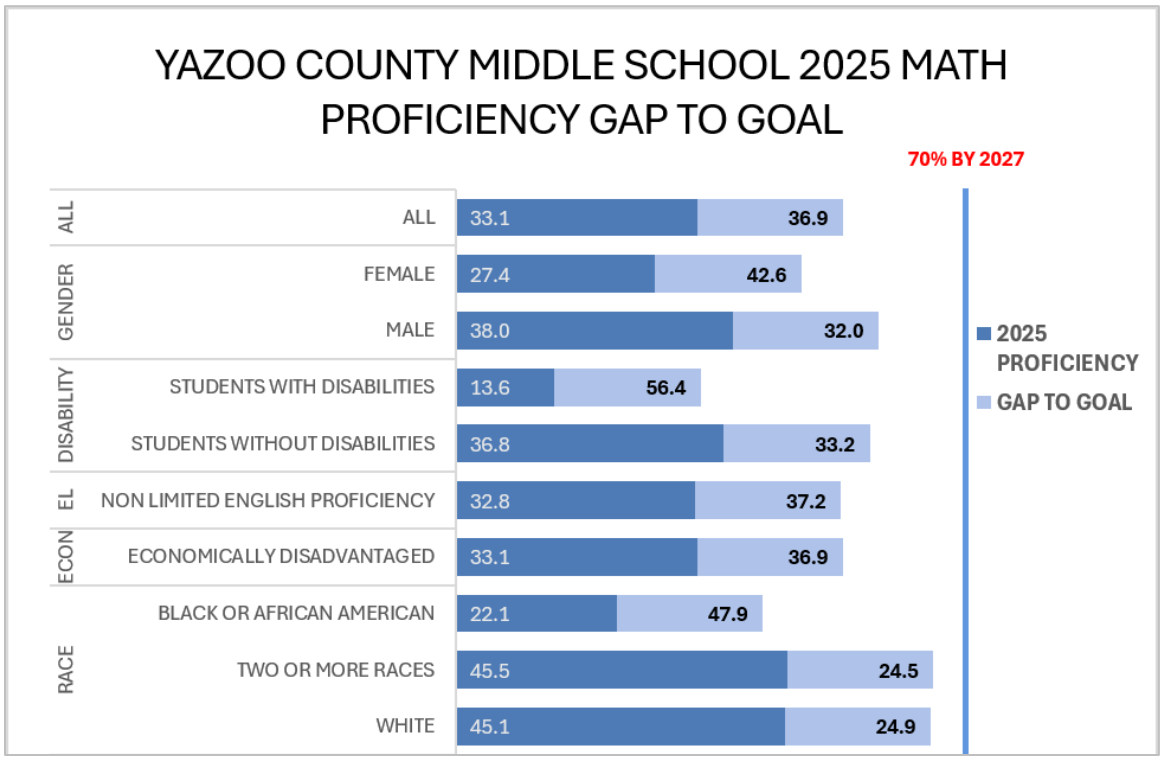


Figure 149: Yazoo County Middle School 2025 Math Proficiency Gap to Goal

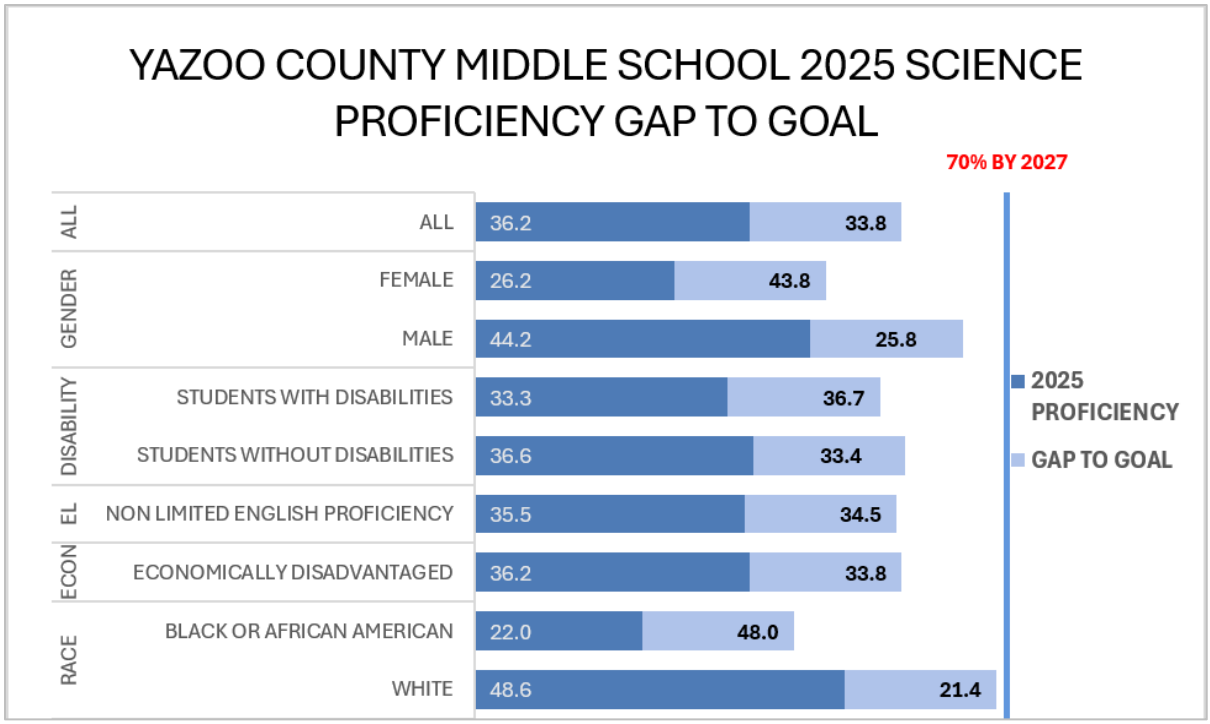


Figure 150: Yazoo County Middle School 2025 Science Proficiency Gap to Goal

SCHOOL IMPROVEMENT

Yazoo County Middle School was reidentified in 2026 as a **Targeted Support and Improvement (TSI)** school due to the performance of **students with disabilities** in both reading/language arts and mathematics. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

YCMS ACCOUNTABILITY TAKEAWAYS

Yazoo County Middle School's overall accountability rating moved from a D in 2023 (294 points) to a C in 2024 (343 points) before returning to a D in 2025 (297 points). While the school demonstrated an ability to accelerate achievement and growth in 2024, many of those **gains were not sustained** the following year.

Reading remained the school's weakest academic area. Overall reading proficiency was 26.4% in 2023, declined to 22.3% in 2024, and recovered modestly to 24.7% in 2025. Despite these low proficiency rates, **student growth indicators were more encouraging**. Reading growth increased to 51.5% in 2025, while growth among the

lowest-performing quartile reached 56.9%. The school, however, remained 45.3 percentage points below the state's reading proficiency goal of 70%.

Mathematics showed stronger performance but greater volatility. Math proficiency rose sharply from 30.9% in 2023 to 44.7% in 2024 before declining to 33.1% in 2025. Math growth followed a similar pattern, dropping from 66.5% in 2024 to 48.3% in 2025. **Science also experienced substantial fluctuation**, improving from 31.0% proficiency in 2023 to 51.3% in 2024 before falling to 36.2% in 2025. Even after the decline, science remained the school's strongest content area.

In 2025, students with disabilities achieved 20.5% proficiency in reading and 13.6% in mathematics, compared to 25.2% and 36.8% for students without disabilities. Black or African American students posted proficiency rates of 19.1% in reading, 22.1% in mathematics, and 22.0% in science, while White students achieved 30.8%, 45.1%, and 48.6%, respectively. Students identifying as two or more races demonstrated some of the strongest outcomes, including 45.5% proficiency in mathematics.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

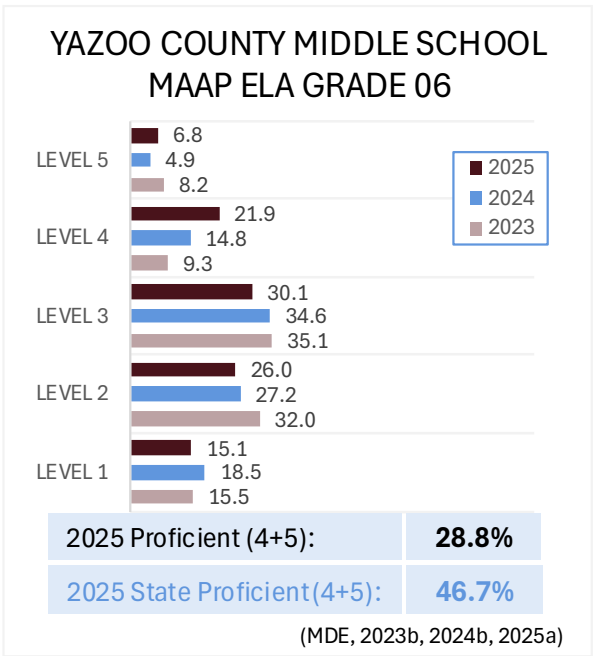




Figure 151: Yazoo County Middle School MAAP ELA Grade 6

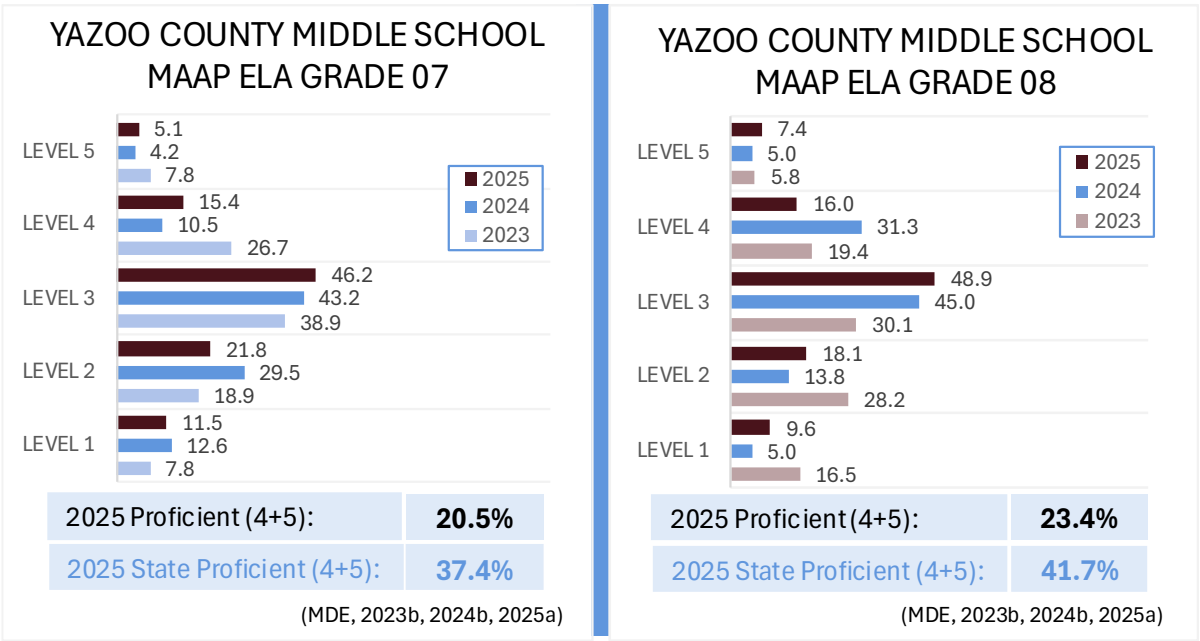


Figure 152: Yazoo County Middle School MAAP ELA Grades 7 and 8

MAAP MATH



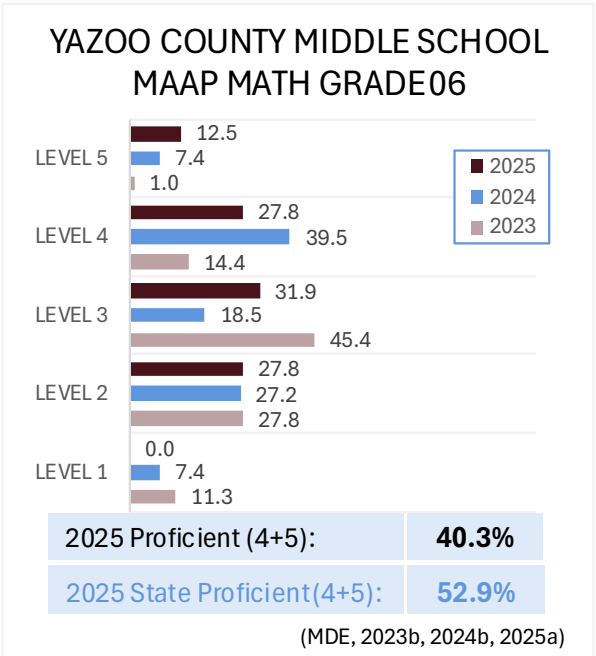


Figure 153: Yazoo County Middle School MAAP Math Grade 6

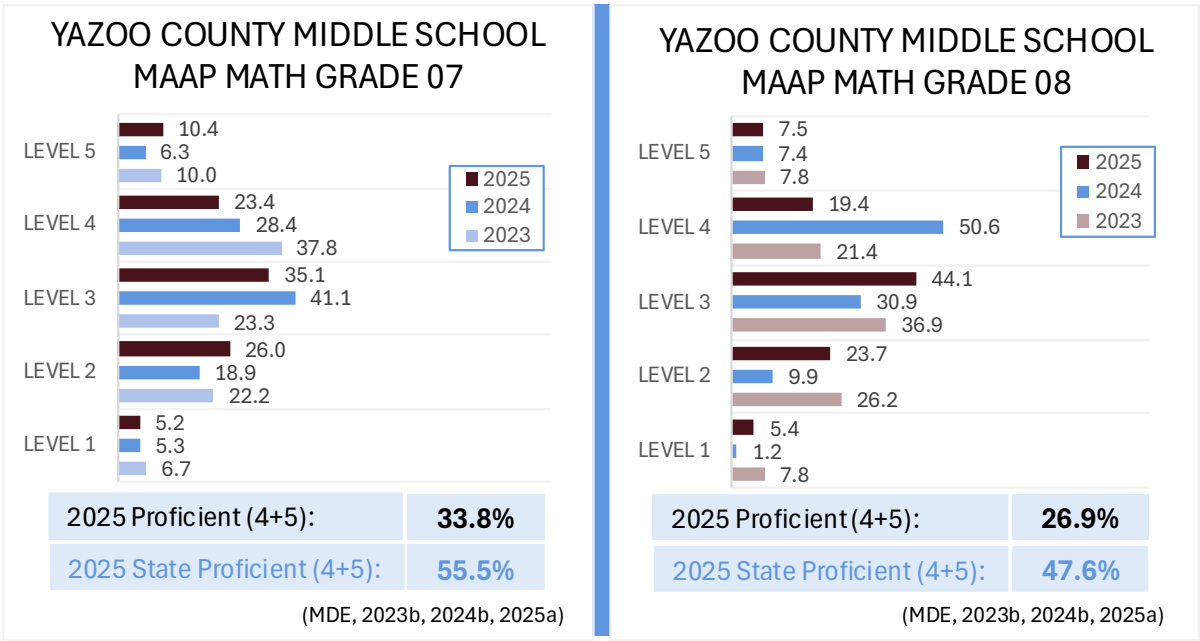


Figure 154: Yazoo County Middle School MAAP Math Grades 7 and 8

MAAP SCIENCE

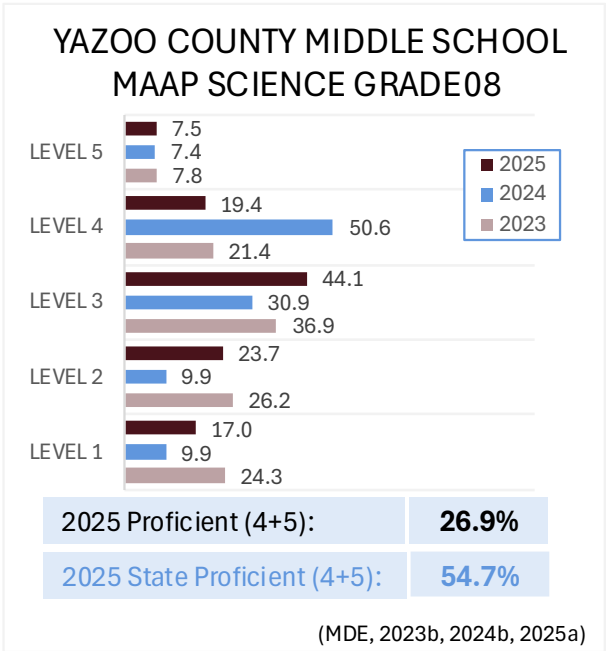


Figure 155: Yazoo County Middle School MAAP Science Grade 8



YCMS Assessment Takeaways

Proficiency rates remain **below state averages in every tested subject and grade**, highlighting the need for continued instructional support and acceleration.

In English Language Arts, sixth grade posted the strongest performance, with 28.8% of students scoring proficient or advanced in 2025. This represented an improvement from 19.7% proficiency in 2024 but remained well below the statewide rate of 46.7%. Seventh-grade ELA proficiency declined from 31.7% in 2024 to 20.5% in 2025, while eighth-grade proficiency improved from 17.3% to 23.4%. Across all three grades, **a substantial portion of students continued to perform at Levels 2 and 3**, indicating that many students are approaching proficiency but have not yet reached it.

Sixth-grade math proficiency reached 40.3% in 2025, up from 17.9% in 2023 and approaching the state average of 52.9%. Seventh-grade math proficiency increased to 33.8% in 2025. Notably, the percentage of **students scoring at the highest achievement levels increased across several grade levels**, particularly in sixth-grade mathematics, where Level 5 performance rose from 1.0% in 2024 to 12.5% in 2025.

Science results mirrored eighth-grade math performance. Eighth-grade science proficiency improved from 8.0% in 2023 to 58.0% in 2024 before declining to 26.9% in 2025. Despite the decline, 2025 results remained substantially above 2023 levels. Continued focus on **moving students from approaching proficiency to proficient levels will be critical** for raising overall achievement.

PERSONNEL

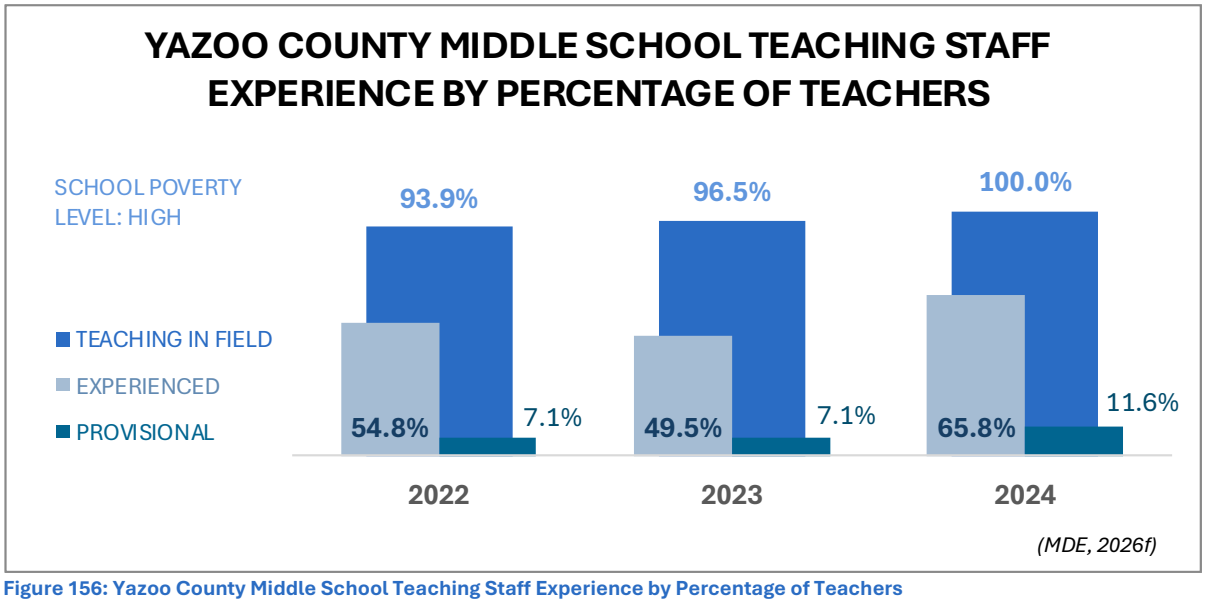


Figure 156: Yazoo County Middle School Teaching Staff Experience by Percentage of Teachers

YAZOO COUNTY MIDDLE CNA SURVEY

INTRODUCTION

Twenty-four (24) faculty members, fifteen (15) parents, and seventy-four (74) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

YAZOO COUNTY MIDDLE FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	13	36.1%
Differentiated instruction	9	25.0%
Access to computers and individualized instruction	8	22.2%
Pre-K Program	6	16.7%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	14	58.3%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	2	8.3%
Agree	7	29.2%
Disagree	13	54.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	5	20.8%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	13	54.2%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	6	25.0%

I use student assessment data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instruction to students with limited English proficiency to improve their language and academic skills	20.8%	37.5%	8.3%	0.0%	33.3%
Developing and using classroom assessments	20.8%	62.5%	0.0%	0.0%	16.7%
Closing the achievement gap between diverse groups of students	33.3%	58.3%	0.0%	0.0%	8.3%
Effective classroom management	33.3%	54.2%	4.2%	0.0%	8.3%
Teaching special needs students	41.7%	41.7%	0.0%	0.0%	16.7%

I contact parents every week.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	17	70.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	13	22.8%
Supporting college and career counseling	11	19.3%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	22.8%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	7	12.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	13	22.8%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	11	12.4%
Providing school-based mental health services and counseling	13	14.6%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	9	10.1%
Establishing or improving dropout prevention	6	6.7%
Supporting re-entry programs and transition services for Justice-involved youth	5	5.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	14	15.7%
Implementing systems and practices to prevent bullying and harassment	10	11.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	10	11.2%
Establishing community partnerships	11	12.4%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	15	30.0%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
Building technological capacity and infrastructure	9	18.0%
Carrying out innovative blended learning projects	11	22.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	9	18.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	6	12.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	15	62.5%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

Teachers receive adequate technology training and assistance with software trouble-shooting to support and improve instruction in their classrooms.		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	13	54.2%
Disagree	5	20.8%
Strongly Disagree	2	8.3%
Not Applicable or No Information	1	4.2%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

My biggest equipment needs are:		
	Count	Percentage
Computers	9	25.0%
Software	9	25.0%
Mobile laptop computers	3	8.3%
Listening centers	2	5.6%
Interactive white board	2	5.6%
Classroom response system (clickers)	7	19.4%
Digital slates (e.g. iPad, Microsoft Pro)	4	11.1%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	11	45.8%
Disagree	6	25.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	1	4.2%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	17	70.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	1	4.2%
Agree	12	50.0%
Disagree	6	25.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	4	16.7%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	5	20.8%
Agree	15	62.5%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	4	16.7%
Agree	17	70.8%
Disagree	2	8.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Strongly Agree	2	8.3%
Agree	19	79.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	16.7%	70.8%	4.2%	0.0%	8.3%
Fine Arts (music, visual arts, dance, drama)	0.0%	37.5%	29.2%	12.5%	20.8%
Health Education	8.3%	45.8%	25.0%	0.0%	20.8%
Mathematics	12.5%	75.0%	4.2%	0.0%	8.3%
Social Studies (history, government, civics, economics)	16.7%	45.8%	25.0%	0.0%	12.5%
Foreign Languages	4.2%	29.2%	29.2%	4.2%	33.3%
Clubs/Programs	12.5%	54.2%	16.7%	4.2%	12.5%
Physical Education	16.7%	45.8%	25.0%	0.0%	12.5%
Career/Technical Education	4.2%	66.7%	12.5%	0.0%	16.7%
Technology	12.5%	70.8%	4.2%	0.0%	12.5%
Computer Science	12.5%	58.3%	4.2%	4.2%	20.8%
English/Language Arts (reading, writing, speaking, listening)	16.7%	70.8%	4.2%	0.0%	8.3%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	25.0%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	6	8.7%
Utilize technology such as class websites, blogs, and videos	6	8.7%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	11.6%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	9	13.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	9	13.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	7.2%
Use bilingual handouts and cues	4	5.8%
Use visual displays, portable white boards, and posters when giving instructions	8	11.6%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	8.7%
Not Applicable or No Information	8	11.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	13	54.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	13	54.2%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	14	58.3%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	29.2%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	15	62.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	17	70.8%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	19	79.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	16	66.7%
Disagree	2	8.3%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	12	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	14	58.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.2%

The use of interactive whiteboards has increased teachers' ability to maximize instructional practices in the classroom.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	12	50.0%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

For the most part, the size of classes, in this district, does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	11	45.8%
Disagree	3	12.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	16.7%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	6	25.0%
Agree	15	62.5%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	8.3%

The school's priorities for the expenditure of funds are appropriate.		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	14	58.3%
Disagree	1	4.2%
Strongly Disagree	0	0.0%
Not Applicable or No Information	5	20.8%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.

	Count	Percentage
Strongly Agree	10	41.7%
Agree	11	45.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

	Rank
Classroom Management	#1
Project-based Learning	#2
My specific content area	#3
Reading for at-risk students	#4
Successful inclusion strategies	#5
Interpreting and analyzing student data	#6
Social Emotional Learning	#7
Teaching and understanding students in poverty	#8
Conflict resolution	#9
Differentiated Instruction	#10
Using technology to enhance instruction	#11
Developing quality assessments	#12
Depth of Knowledge or Rigor	#13
Personalized Instruction	#14
Writing strategies	#15
Incorporating Artificial Intelligence (AI) in the classroom	#16
Mississippi College and Career Readiness Standards	#17
Student usage of AI in writing	#18
Response to Intervention (RTI/MTSS)	#19
Culture sensitivity	#20
Trauma-Informed Instruction	#21
English Learners (ELs)	#22
Teaching and understanding homeless students	#23

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	12	50.0%
Disagree	6	25.0%
Strongly Disagree	1	4.2%
Not Applicable or No Information	2	8.3%

The professional development I have received thus far in this school district has provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	12	50.0%
Disagree	6	25.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.5%

GENERAL OPINION

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

Faculty members at Yazoo County Middle School express appreciation for the supportive working environment, a more visible presence of the administration, and solid parental involvement. Faculty members also commented that the cell phone policy has greatly reduced distractions and disruptions in the classroom. While these strengths are valued, faculty members also suggest areas for growth, such greater consistency in expectations, discipline, and accountability, with teachers expressing concerns about unequal consequences for student behavior, inconsistent enforcement of school policies, and a perceived lack of respect toward adults. Staff members also emphasized the importance of improving communication, noting that information about schedule changes, events, and assessments is sometimes shared too late. Some teachers advocated for a more balanced instructional approach that relies less exclusively on technology and incorporates more traditional teaching methods.

YAZOO COUNTY MIDDLE PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	8	40.0%
Differentiated instruction	5	25.0%
Access to computers and individualized instruction	7	35.0%
Pre-K Program	0	0.0%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	4	26.7%
Agree	9	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	8	53.3%
Disagree	3	20.0%
Strongly Disagree	2	13.3%
Not Applicable or No Information	2	13.3%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	1	6.7%
Agree	7	46.7%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	6	40.0%
I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	10	66.7%
No	5	33.3%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

	Count	Percentage
Strongly Agree	2	13.3%
Agree	7	46.7%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	4	26.7%

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

	Count	Percentage
Abuse Prevention	1	1.5%
Computer Classes	6	9.2%
Conflict Resolution	4	6.2%
Discipline	5	7.7%
Drug/Alcohol Awareness	3	4.6%
English as a Second Language	0	0.0%
Health Classes	4	6.2%
Literacy Classes	3	4.6%
Math Classes	3	4.6%
Parent-to-School Relationships	7	10.8%
Parent/Child Communication	4	6.2%
Preparing for College	7	10.8%
Parenting Workshops	5	7.7%
Social Media Classes	2	3.1%
Stress/Anger Management	4	6.2%
Understanding College- and Career-Ready Standards	7	10.8%

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

	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	6	17.1%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	5	14.3%
Resource materials for parental training	5	14.3%
Training for parents to work with other parents on becoming involved in the schools	6	17.1%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	8.6%
Home/School folders	5	14.3%
Home/School planners	5	14.3%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	6	40.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	20.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	6	18.8%
Supporting college and career counseling	7	21.9%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	4	12.5%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	21.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	5	10.4%
Providing school-based mental health services and counseling	8	16.7%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	6	12.5%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Establishing or improving dropout prevention	4	8.3%
Supporting re-entry programs and transition services for Justice-involved youth	3	6.2%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	6	12.5%
Implementing systems and practices to prevent bullying and harassment	7	14.6%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	6	12.5%
Establishing community partnerships	3	6.2%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	7	23.3%
Building technological capacity and infrastructure	6	20.0%
Carrying out innovative blended learning projects	5	16.7%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	8	26.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	4	13.3%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	2	13.3%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	4	26.7%

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

	Count	Percentage
Strongly Agree	4	26.7%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	2	13.3%

Teachers and administrators in our school consistently enforce school rules.

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

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

	Count	Percentage
Strongly Agree	6	40.0%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

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

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	2	13.3%
Agree	6	40.0%
Disagree	2	13.3%
Strongly Disagree	2	13.3%
Not Applicable or No Information	3	20.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	4	26.7%
Agree	8	53.3%
Disagree	1	6.7%
Strongly Disagree	2	13.3%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	4	26.7%
Agree	6	40.0%
Disagree	2	13.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	20.0%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	1	6.7%
Agree	10	66.7%
Disagree	0	0.0%
Strongly Disagree	2	13.3%
Not Applicable or No Information	2	13.3%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Science	26.7%	46.7%	13.3%	6.7%	6.7%
Fine Arts (music, visual arts, dance, drama)	20.0%	40.0%	6.7%	6.7%	26.7%
Health Education	20.0%	46.7%	6.7%	13.3%	13.3%
Mathematics	20.0%	53.3%	13.3%	6.7%	6.7%
Social Studies (history, government, civics, economics)	20.0%	53.3%	13.3%	0.0%	13.3%
Foreign Languages	6.7%	13.3%	6.7%	13.3%	60.0%
Clubs/Programs	26.7%	40.0%	6.7%	13.3%	13.3%
Physical Education	20.0%	46.7%	20.0%	0.0%	13.3%
Career/Technical Education	6.7%	40.0%	0.0%	6.7%	46.7%
Technology	20.0%	46.7%	0.0%	20.0%	13.3%
Computer Science	26.7%	40.0%	0.0%	13.3%	20.0%
English/Language Arts (reading, writing, speaking, listening)	20.0%	60.0%	6.7%	6.7%	6.7%

My child's (children's) counselor informs him/her about career technical opportunities as well as about post-secondary education opportunities.		
	Count	Percentage
Strongly Agree	3	20.0%
Agree	7	46.7%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	4	26.7%

Career Technical Education should teach skills that students need to be successful after graduation.		
	Count	Percentage
Strongly Agree	4	26.7%
Agree	9	60.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	7	46.7%
Agree	4	26.7%
Disagree	1	6.7%
Strongly Disagree	1	6.7%
Not Applicable or No Information	2	13.3%

Parents feel welcome in our school.

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

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

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

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

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

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	6	40.0%
Agree	7	46.7%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	1	6.7%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	8	13.3%
Checked my child's grades/assignments online	13	21.7%
Been in contact with my child's teacher	14	23.3%
Received a newsletter from the district, school, or teacher	5	8.3%
Worked with a committee or group on school or district policies	3	5.0%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	8.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	8	13.3%
Volunteered at my child's school	2	3.3%
Participated in Community Engagement Council at Yazoo County Middle School	0	0.0%
Attended annual Title I meeting	2	3.3%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	5	33.3%
Agree	7	46.7%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	13.3%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

	Count	Percentage
Strongly Agree	2	13.3%
Agree	8	53.3%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	26.7%

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

	Count	Percentage
Strongly Agree	4	26.7%
Agree	10	66.7%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	2	13.3%
Agree	11	73.3%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	1	6.7%

PRESCHOOL AND KINDERGARTEN

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	4	26.7%
Agree	8	53.3%
Disagree	0	0.0%
Strongly Disagree	1	6.7%
Not Applicable or No Information	2	13.3%

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	9	60.0%
Agree	4	26.7%
Disagree	1	6.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	6.7%

GENERAL OPINION

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

Parents of students at Yazoo County Middle School praised the school for keeping families informed about student progress and opportunities, demonstrating concern for student success, maintaining expectations and rules, and encouraging parent involvement. Many parents appreciated the school's efforts to support students and keep them engaged in learning. Some suggestions for improvement included providing additional funding for extracurricular programs such as robotics and gardening clubs,

increasing communication and instructional support in classrooms, expanding opportunities for outdoor activities, and continuing to strengthen the middle school experience.

YAZOO COUNTY MIDDLE STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	35	38.0%
Differentiated instruction	18	19.6%
Access to computers and individualized instruction	35	38.0%
Pre-K Program	4	4.3%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	13	17.6%
Agree	50	67.6%
Disagree	2	2.7%
Strongly Disagree	5	6.8%
Not Applicable or No Information	4	5.4%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	4	5.4%
Agree	21	28.4%
Disagree	25	33.8%
Strongly Disagree	18	24.3%
Not Applicable or No Information	6	8.1%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	8	10.8%
Agree	36	48.6%
Disagree	10	13.5%
Strongly Disagree	6	8.1%
Not Applicable or No Information	14	18.9%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	10	13.5%
Agree	38	51.4%
Disagree	12	16.2%
Strongly Disagree	2	2.7%
Not Applicable or No Information	12	16.2%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	19	25.7%
Agree	46	62.2%
Disagree	5	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	5.4%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	11	14.9%
Agree	46	62.2%
Disagree	3	4.1%
Strongly Disagree	4	5.4%
Not Applicable or No Information	10	13.5%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	14	18.9%
Agree	43	58.1%
Disagree	3	4.1%
Strongly Disagree	2	2.7%
Not Applicable or No Information	12	16.2%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	16	21.6%
Agree	44	59.5%
Disagree	6	8.1%
Strongly Disagree	4	5.4%
Not Applicable or No Information	4	5.4%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	23	31.1%
Agree	40	54.1%
Disagree	2	2.7%
Strongly Disagree	4	5.4%
Not Applicable or No Information	5	6.8%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	11	14.9%
Agree	35	47.3%
Disagree	14	18.9%
Strongly Disagree	8	10.8%
Not Applicable or No Information	6	8.1%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	15	20.3%
Agree	42	56.8%
Disagree	8	10.8%
Strongly Disagree	5	6.8%
Not Applicable or No Information	4	5.4%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	30	40.5%
Agree	34	45.9%
Disagree	4	5.4%
Strongly Disagree	3	4.1%
Not Applicable or No Information	3	4.1%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	19	25.7%
Agree	41	55.4%
Disagree	2	2.7%
Strongly Disagree	0	0.0%
Not Applicable or No Information	12	16.2%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Technology	35.1%	45.9%	5.4%	2.7%	10.8%
Computer Science	32.4%	36.5%	10.8%	6.8%	13.5%
English/Language Arts (reading, writing, speaking, listening)	45.9%	44.6%	4.1%	2.7%	2.7%
Science	47.3%	45.9%	2.7%	0.0%	4.1%
Fine Arts (music, visual arts, dance, drama)	27.0%	21.6%	20.3%	2.7%	28.4%
Health Education	28.4%	39.2%	6.8%	2.7%	23.0%
Mathematics	36.5%	47.3%	5.4%	5.4%	5.4%
Social Studies (history, government, civics, economics)	39.2%	48.6%	4.1%	4.1%	4.1%
Foreign Languages	9.5%	24.3%	18.9%	6.8%	40.5%
Clubs/Programs	41.9%	31.1%	9.5%	2.7%	14.9%
Physical Education	35.1%	37.8%	1.4%	5.4%	20.3%
Career/Technical Education	36.5%	32.4%	6.8%	5.4%	18.9%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	22	29.7%
Agree	39	52.7%
Disagree	7	9.5%
Strongly Disagree	2	2.7%
Not Applicable or No Information	4	5.4%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	12	16.2%
Agree	35	47.3%
Disagree	12	16.2%
Strongly Disagree	7	9.5%
Not Applicable or No Information	8	10.8%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	16	21.6%
Agree	40	54.1%
Disagree	8	10.8%
Strongly Disagree	4	5.4%
Not Applicable or No Information	6	8.1%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	19	25.7%
Agree	43	58.1%
Disagree	1	1.4%
Strongly Disagree	3	4.1%
Not Applicable or No Information	8	10.8%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	16	21.6%
Agree	33	44.6%
Disagree	8	10.8%
Strongly Disagree	4	5.4%
Not Applicable or No Information	13	17.6%

My school informs me about Career Technical Education opportunities.		
	Count	Percentage
Strongly Agree	21	28.4%
Agree	32	43.2%
Disagree	9	12.2%
Strongly Disagree	2	2.7%
Not Applicable or No Information	10	13.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	22	29.7%
Agree	36	48.6%
Disagree	8	10.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	7	9.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	20	27.0%
Agree	39	52.7%
Disagree	5	6.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	10	13.5%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	13	17.6%
Agree	42	56.8%
Disagree	6	8.1%
Strongly Disagree	9	12.2%
Not Applicable or No Information	4	5.4%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	16	21.6%
Agree	39	52.7%
Disagree	7	9.5%
Strongly Disagree	4	5.4%
Not Applicable or No Information	8	10.8%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	16	21.6%
Agree	32	43.2%
Disagree	6	8.1%
Strongly Disagree	5	6.8%
Not Applicable or No Information	15	20.3%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	21	28.4%
Agree	34	45.9%
Disagree	8	10.8%
Strongly Disagree	5	6.8%
Not Applicable or No Information	6	8.1%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	15	20.3%
Agree	39	52.7%
Disagree	7	9.5%
Strongly Disagree	6	8.1%
Not Applicable or No Information	7	9.5%

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

	Count	Percentage
Strongly Agree	18	24.3%
Agree	40	54.1%
Disagree	11	14.9%
Strongly Disagree	3	4.1%
Not Applicable or No Information	2	2.7%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).

	Count	Percentage
Strongly Agree	17	23.0%
Agree	42	56.8%
Disagree	6	8.1%
Strongly Disagree	1	1.4%
Not Applicable or No Information	8	10.8%

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

	Count	Percentage
Strongly Agree	17	23.0%
Agree	41	55.4%
Disagree	11	14.9%
Strongly Disagree	1	1.4%
Not Applicable or No Information	4	5.4%

Technology is incorporated into instruction in many classes.

	Count	Percentage
Strongly Agree	18	24.3%
Agree	39	52.7%
Disagree	8	10.8%
Strongly Disagree	2	2.7%
Not Applicable or No Information	7	9.5%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	34	45.9%
Agree	29	39.2%
Disagree	3	4.1%
Strongly Disagree	2	2.7%
Not Applicable or No Information	6	8.1%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	11	14.9%
Agree	37	50.0%
Disagree	8	10.8%
Strongly Disagree	1	1.4%
Not Applicable or No Information	17	23.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	12	16.2%
Agree	42	56.8%
Disagree	11	14.9%
Strongly Disagree	3	4.1%
Not Applicable or No Information	6	8.1%

GENERAL OPINION

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

Students from Yazoo County Middle School praised the school for its strong instruction in core subjects, the integration of technology into learning, and the availability of clubs, band, robotics, garden club, sports, and other activities that keep students involved. Students also appreciated the welcoming environment, clean facilities, counseling support, and efforts to make all students feel included and valued. One student shared, “The staff members try to keep the school safe and organized, and they encourage students to do their best,” reflecting a common appreciation for the school’s positive culture. Suggested improvements included upgrading bathrooms, expanding food and drink options, and offering additional sports and after-school programs. Students also

expressed interest in making learning more interactive and engaging, increasing tutoring and academic support, and reviewing policies related to dress code, phone use, and student freedom.

YAZOO COUNTY MIDDLE ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	1	50.0%
Differentiated instruction	0	0.0%
Access to computers and individualized instruction	1	50.0%
Pre-K Program	0	0.0%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.

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

TITLE IV-A

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

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

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.

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

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

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

Teachers and administrators in our school consistently enforce school rules.

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

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

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

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

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

The district's curriculum is rigorous in preparing students for college and career.

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

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Mathematics	0.0%	100.0%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	0.0%	100.0%	0.0%	0.0%	0.0%
Foreign Languages	0.0%	0.0%	100.0%	0.0%	0.0%
Clubs/Programs	0.0%	100.0%	0.0%	0.0%	0.0%
Physical Education	0.0%	100.0%	0.0%	0.0%	0.0%
Career/Technical Education	0.0%	100.0%	0.0%	0.0%	0.0%
Technology	0.0%	100.0%	0.0%	0.0%	0.0%
Computer Science	0.0%	100.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	0.0%	100.0%	0.0%	0.0%	0.0%
Science	0.0%	100.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	0.0%	0.0%	100.0%	0.0%	0.0%
Health Education	0.0%	100.0%	0.0%	0.0%	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

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

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

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

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

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

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Administrators at Yazoo County Middle School praised the school for its efforts to prepare students for graduation and life after high school. They suggested there's a need for more extracurricular activities to encourage student involvement.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Yazoo County Middle School is a school with clear strengths in student engagement, access to resources, and pockets of academic growth, but it also faces serious challenges related to enrollment decline, inconsistent achievement, subgroup performance, and rising chronic absenteeism. Enrollment fell from 339 students in 2022 to 255 students in 2026, a **decline of nearly 25%.** The largest drop occurred early in the period, but enrollment has continued to edge downward, with seventh grade falling to 73 students and eighth grade declining from 123 students in 2022 to 87 students in 2026. The 2026 sixth-grade rebound to 95 students provides some optimism, but the overall trend **signals a need for stronger transition planning, retention, and family confidence** as students move through the middle grades.

Attendance is a relative strength. Estimated **average daily attendance remained steady** at about 91% from 2023 through 2025, showing that most enrolled students continue to participate consistently. However, **chronic absenteeism increased** from 24.3% in 2024 to 28.6% in 2025, with particularly high rates among students with disabilities, White students, and students identifying as two or more races. This creates a major barrier to academic recovery because the students most in need of instructional support may also be missing substantial learning time.

Academic results are mixed and volatile. The school improved from a D accountability rating in 2023 to a C in 2024, then returned to a D in 2025. **Reading remains the greatest academic concern**, with overall proficiency at 24.7% in 2025 and a 45.3 percentage-point gap to the 70% long-term goal. Mathematics and science showed stronger results in 2024 but declined in 2025, suggesting that **the school can generate growth but has not yet built systems strong enough to sustain it**.

Stakeholder perceptions reinforce both the school's promise and its pressure points. Students and staff describe a welcoming environment, strong use of technology, supportive adults, and a range of activities that keep students connected. Districtwide, approximately 86% of respondents agreed that teachers are properly certified and effective, and about 83% agreed that students have access to resources such as

technology, media centers, and online programs. However, only about 46% agreed that student behavior is rarely a problem, while about 49% disagreed, making behavior, consistency, and school climate central improvement priorities.

STRENGTHS



1) **The school's ability to maintain solid attendance rates** despite declining enrollment. Estimated average daily attendance remained stable, moving from 90.7% in 2023 to 91.2% in 2025. Sixth grade remained above 92% in 2025, and seventh grade improved to 91.1%. These figures suggest that many students who remain enrolled are connected to the school and attend regularly enough for instruction to have an impact.



2) **Positive climate.** Students praised the school for strong instruction in core subjects, technology integration, clubs, band, robotics, garden club, sports, and other activities. They also described the school as welcoming and inclusive, with counseling support and staff who encourage students to do their best. Faculty members expressed appreciation for a supportive work environment, visible administration, solid parental involvement, and a cell phone policy that has reduced distractions and disruptions.



3) **Resource access.** Stakeholder survey results show strong agreement that students have access to tools that support learning. This aligns with student comments about technology and with the school's use of clubs and enrichment activities to keep students engaged. The availability of robotics, garden club, sports, and other extracurricular opportunities gives the school an important engagement platform that can be used to strengthen attendance, behavior, and academic identity.



4) **Academic bright spots.** In 2025, math proficiency among students identifying as two or more races reached 45.5%, and White students reached 45.1%. Science remained stronger than reading, with overall science proficiency at 36.2% in 2025 and White students reaching 48.6%. Reading growth indicators also showed promise, with reading growth rising to 51.5% and growth among the lowest-performing quartile reaching 56.9%. These data points suggest that even when proficiency remains low, some students are making meaningful progress.



5) **The sixth-grade enrollment rebound.** Sixth grade increased from 75 students in 2025 to 95 students in 2026, suggesting a stronger incoming cohort. If the school can provide a successful transition experience for

these students, it may be able to slow or reverse enrollment decline in future years.

CHALLENGES

1) **Low reading achievement.** Overall reading proficiency was 24.7% in 2025, only a modest recovery from 22.3% in 2024 and still below the 26.4% reported in 2023. Black or African American students posted 19.1% proficiency in reading, and students with disabilities posted 20.5%. The school remains more than 45 percentage points below the long-term reading proficiency goal. Because reading affects every content area, this weakness likely contributes to broader academic inconsistency.



2) **Mathematics performance lacks stability.** Math proficiency rose sharply from 30.9% in 2023 to 44.7% in 2024, then declined to 33.1% in 2025. Math growth followed a similar pattern, falling from 66.5% in 2024 to 48.3% in 2025. This volatility suggests that instructional gains are possible, but systems for maintaining pacing, intervention, assessment analysis, and standards alignment need strengthening.



3) **Students with disabilities face significant academic barriers.** In 2025, students with disabilities achieved 20.5% proficiency in reading and 13.6% in mathematics, compared with 25.2% and 36.8% for students without disabilities. The school was reidentified for Targeted School Improvement due to the performance of students with disabilities in reading/language arts and mathematics. This indicates that the challenge is not isolated to one classroom or one assessment cycle; it requires a schoolwide and district-supported response.



4) **Attendance.** Chronic absenteeism rose to 28.6% in 2025. Students with disabilities had a chronic absence rate of 34.0%, White students were at 37.3%, and students identifying as two or more races reached 41.7%. These rates are especially concerning because they overlap with academic gaps and reduce the effectiveness of intervention.



5) **Enrollment decline.** A nearly 25% drop over five years affects staffing, scheduling, extracurricular depth, peer culture, and long-term planning. The school's demographic composition has remained stable, but the declining student count suggests the district must pay close attention to family retention, transition experiences, and perceptions of middle school quality.



6) **Consistency.** Faculty members identified needs related to expectations, discipline, accountability, communication, and respect toward adults. This aligns with the broader survey finding that less than half of respondents agreed that student behavior is rarely a problem. If behavior systems are inconsistent, academic improvement efforts will be harder to sustain.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: NEXT 3–6 MONTHS

1. **Begin with a focused reading recovery plan** for every grade level at Yazoo County Middle School. Teachers should identify priority reading standards, use common formative assessments every two to three weeks, and provide targeted intervention for students performing below grade level. Because reading proficiency is below 25%, the school should not treat literacy as only an ELA issue. Every core class should reinforce vocabulary, comprehension, written response, and evidence-based reading strategies.
2. **Create a targeted support plan for students with disabilities.** This plan should include a review of IEP implementation, intervention minutes, accommodations, co-teaching practices, and progress-monitoring data. General education and special education teachers should meet regularly to review student work and determine whether current supports are closing gaps. The goal should be rapid improvement in reading and mathematics growth, not simply compliance with required services.
3. **Respond quickly to chronic absenteeism.** Students who are chronically absent should be grouped by grade level, subgroup, and academic risk. Staff mentors should make weekly contact with families, identify transportation or health barriers, and track attendance improvements. Because chronic absence is especially high among students with disabilities, White students, and students identifying as two or more races, the district should ensure attendance interventions are targeted rather than general.
4. **Tighten behavior expectations.** Faculty concerns about inconsistent discipline and accountability should be addressed through a clear schoolwide behavior framework. Teachers, administrators, students, and families should understand the same expectations, the same consequences, and the same supports. This will help protect instructional time and respond to the stakeholder concern that behavior is a recurring problem.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Build a more stable instructional cycle in mathematics and science.** The 2024 gains show that students can make substantial progress, but the 2025 declines show that improvement was not sustained. Teachers should use common pacing guides, frequent standards checks, and collaborative reviews of student work. The school should identify what worked during the stronger 2024 year and formalize those practices so they are not dependent on individual teachers or short-term initiatives.
2. **Strengthen the transition from elementary school to middle school.** Since sixth-grade enrollment rebounded in 2026, the school has an opportunity to keep this larger cohort engaged. Rising sixth graders and families should receive early orientation, academic readiness information, attendance expectations, and opportunities to connect with clubs, sports, robotics, band, and other activities before the school year begins. A strong sixth-grade experience can help stabilize future seventh- and eighth-grade enrollment.
3. **Expand structured student engagement.** Students already value activities, clubs, technology, and opportunities to belong. The district should use these interests to improve attendance and behavior by connecting extracurricular participation to academic effort, attendance goals, and student leadership. Students should have more voice in planning activities, but those opportunities should be tied to responsibility, citizenship, and school pride.
4. **Focus on practical classroom strategies** that teachers can apply immediately. Faculty members expressed concern about balancing technology with traditional instruction and improving consistency across classrooms. Professional development should therefore emphasize high-yield literacy and math strategies, classroom routines, behavior de-escalation, student discussion, writing across the curriculum, and effective use of technology without overreliance on screens.

LONG-TERM PRIORITIES: 1–3 YEARS

1. **Develop a three-year improvement plan** for Yazoo County Middle School centered on literacy, mathematics, special education, attendance, and school culture. Each year should include measurable targets for proficiency, growth, chronic absenteeism, discipline, and enrollment retention. Progress should be reviewed publicly with staff and families so that the school community understands both the urgency and the progress being made.

2. **Invest in a stronger middle-grade instructional model.** Middle school students need both academic acceleration and adolescent supports. The district should consider expanded intervention blocks, advisory periods, team-based planning, mentoring, and enrichment pathways that connect students to high school readiness. This model should ensure that struggling students receive support without losing access to electives, clubs, and activities that keep them engaged.
3. **Build a long-term subgroup improvement system for students with disabilities.** This should include specialized coaching, co-teaching support, stronger alignment between IEP goals and grade-level standards, intervention fidelity checks, and regular review of student performance by administrators and district leaders. The district should treat subgroup improvement as a core measure of school success.
4. **Use enrollment trends as a strategic planning tool.** Declining middle school enrollment should prompt deeper analysis of student mobility, family perceptions, transportation, academic programming, extracurricular access, and transition experiences. The district should identify why families leave or disengage and use that information to strengthen the school's identity, programming, and communication.



NOTES

YAZOO COUNTY HIGH SCHOOL

INTRODUCTION

Yazoo County High School, located at 191 Panther Drive in Yazoo City, Mississippi, serves three hundred eighty-seven (387) students in ninth through twelfth grades (9-12). YCHS is led by its principal, Mr. Dwayne Profit, and two assistant principals, Ms. Pamela Pickens and Mrs. Laura Hines. The school is committed to providing a safe, supportive, and academically challenging environment that prepares students for success beyond high school. For the 2025 school year, Yazoo County High School earned a “B” accountability rating from the Mississippi Department of Education, reflecting strong academic growth and a commitment to continuous improvement. The school offers a comprehensive curriculum that includes dual enrollment opportunities, Advanced Placement coursework, and ACT and WorkKeys preparation to support college and career readiness. Students also have access to Career and Technical Education programs in areas such as welding, health sciences, agriculture, and business, providing valuable hands-on learning experiences and workforce skills. Academic interventions, counseling services, and mentoring programs help ensure that students receive the support they need to meet their goals. Beyond the classroom, students are encouraged to participate in a wide range of extracurricular activities, including athletics, band, Beta Club, National Honor Society, Student Council, and academic competitions. Guided by a culture of high expectations, teamwork, and Panther pride, Yazoo County High School strives to develop graduates who are prepared to contribute positively to their communities and pursue their future ambitions with confidence.



ENROLLMENT AND ATTENDANCE

ENROLLMENT

YAZOO COUNTY HIGH SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	470	448	417	400	387
GR_09	129	112	101	85	116
GR_10	109	126	111	108	77
GR_11	130	*	110	103	100
GR_12	92	111	*	104	94
					(MDE, 2025m)

Figure 157: Yazoo County High School Enrollment by Grade Level

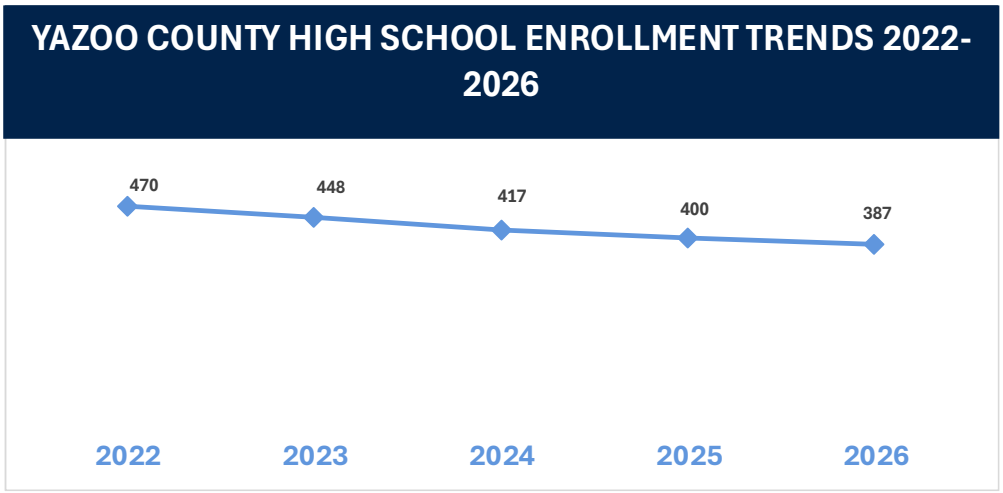


Figure 158: Yazoo County High School Enrollment Trends 2022-2026

YAZOO COUNTY HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	470	448	417	400	387
GENDER	FEMALE	223	212	195	203	194
	MALE	247	236	222	197	193
RACE	ASIAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	268	271	266	237	216
	HISPANIC OR LATINO	*	*	*	*	*
	NATIVE HAWAIIAN OR PACIFIC ISLANDER					*
	TWO OR MORE RACES	20	18	14	20	19
	WHITE	168	144	124	129	142
						(MDE, 2025m)

Figure 159: Yazoo County High School Enrollment by Demographic Group

YAZOO COUNTY HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	57.0%	55.8%	-1.2%
TWO OR MORE RACES	4.3%	4.9%	0.7%
WHITE	35.7%	36.7%	0.9%

Figure 160: Yazoo County High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

YAZOO COUNTY HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	380.1	359.3	340.4
GR_09	103.0	92.7	76.0
GR_10	106.6	97.0	94.2
GR_11	82.8	94.0	90.3
GR_12	81.7	71.0	79.9
(MDE, 2023o, 2024q, 2025s)			

Figure 161: Yazoo County High School Average Daily Attendance

YAZOO COUNTY HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	84.8%	86.2%	85.1%
GR_09	92.0%	91.8%	89.5%
GR_10	84.6%	87.3%	87.2%
GR_11		85.5%	87.7%
GR_12	73.6%		76.8%
(MDE, 2023o, 2024q, 2025m, 2025			
*Percentages are estimated by dividing ADA by enrollment. Discrepancies can occur as enrollment is compiled in the first few months of the school year, while ADA covers months 1-9.			

Figure 162: Yazoo County High School Estimated Average Daily Attendance as Percentage of Enrollment

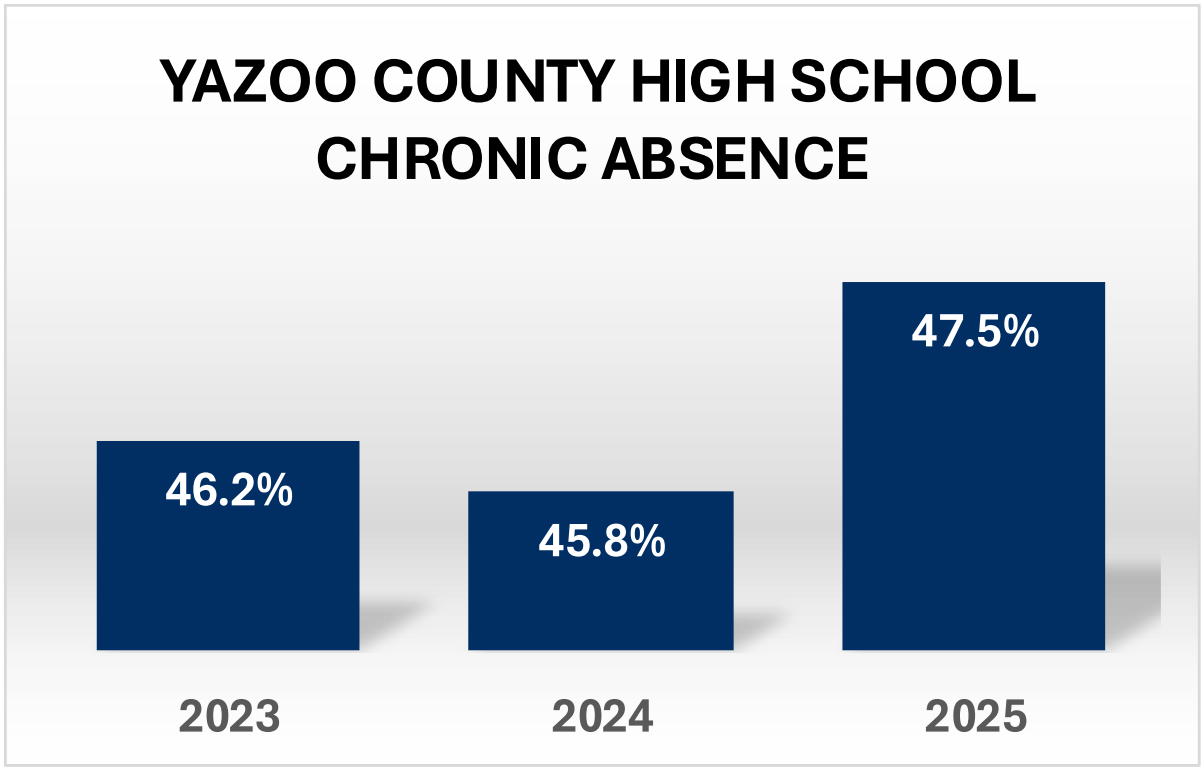


Figure 163: Yazoo County High School Chronic Absence

YAZOO COUNTY HIGH SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	46.2	45.8	47.5
GENDER	FEMALE	50.0	52.6	50.2
	MALE	42.9	39.5	44.6
DISABILITY	STUDENTS WITH DISABILITIES	44.4	44.3	51.8
	STUDENTS WITHOUT DISABILITIES	46.5	46.0	46.8
EL	LIMITED ENGLISH PROFICIENCY	≤5%	≤5%	≤5%
RACE	ASIAN	≤5%	≤5%	≤5%
	BLACK OR AFRICAN AMERICAN	43.3	39.9	44.9
	HISPANIC OR LATINO	33.3	45.5	30.0
	TWO OR MORE RACES	55.6	56.3	45.0
	WHITE	52.6	57.3	54.2
				(MDE, 2026f)

Figure 164: Yazoo County High School Chronic Absence Percentage by Demographic Group

YCHS Enrollment and Attendance Takeaways

Enrollment has experienced a **gradual decline** over the past five years, decreasing from 470 students in 2022 to 387 students in 2026, a reduction of approximately 18%. While the overall trend reflects shrinking enrollment, the pace of decline has moderated in recent years, with enrollment falling by just 13 students between 2025 and 2026. Ninth grade showed a notable rebound in 2026, increasing from 85 students to 116 students, suggesting a stronger incoming class that may help stabilize future enrollment. However, this gain was offset by declines in upper grades, particularly Grade 10, which dropped from 108 to 77 students during the same period.

The school's **demographic composition has remained relatively stable** despite the enrollment decline. Black or African American students continue to represent the majority of enrollment, accounting for 55.8% of students in 2026 compared to 57.0% in 2022. White students increased slightly as a share of enrollment from 35.7% to 36.7%, while students identifying with two or more races grew from 4.3% to 4.9%.

Average daily attendance declined from 380.1 students in 2023 to 340.4 in 2025, mirroring overall enrollment decreases. However, attendance rates as a percentage of enrollment remained relatively stable, reaching 85.1% in 2025. Grade 11 posted the strongest attendance rate at 87.7%, while Grade 12 improved from 73.6% in 2023 to 76.8% in 2025. A **continuing concern is chronic absenteeism**, which increased from 46.2% in 2023 to 47.5% in 2025. Together, these trends suggest a school maintaining demographic stability and reasonable attendance rates despite enrollment declines.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

YAZOO COUNTY HIGH SCHOOL ACCOUNTABILITY RATE

2023		2024		2025
B		C		B
683	↓	617	↑	683

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

Figure 165: Yazoo County High School Accountability Rating

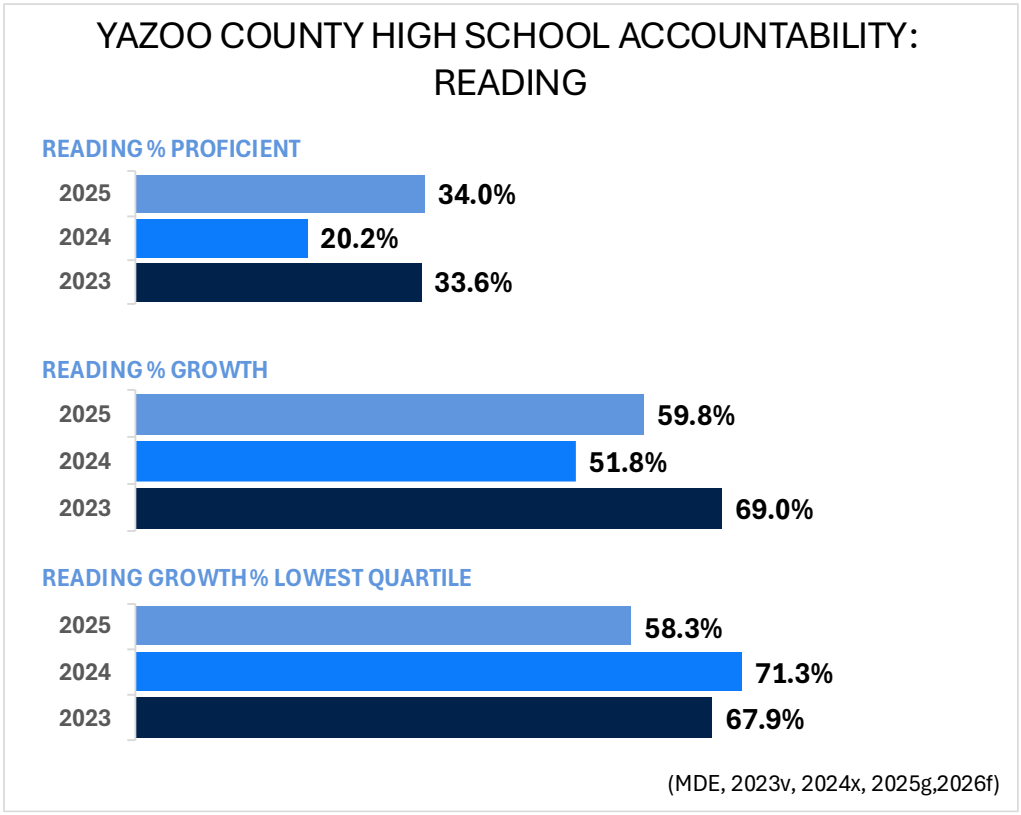


Figure 166: Yazoo County High School Accountability: Reading

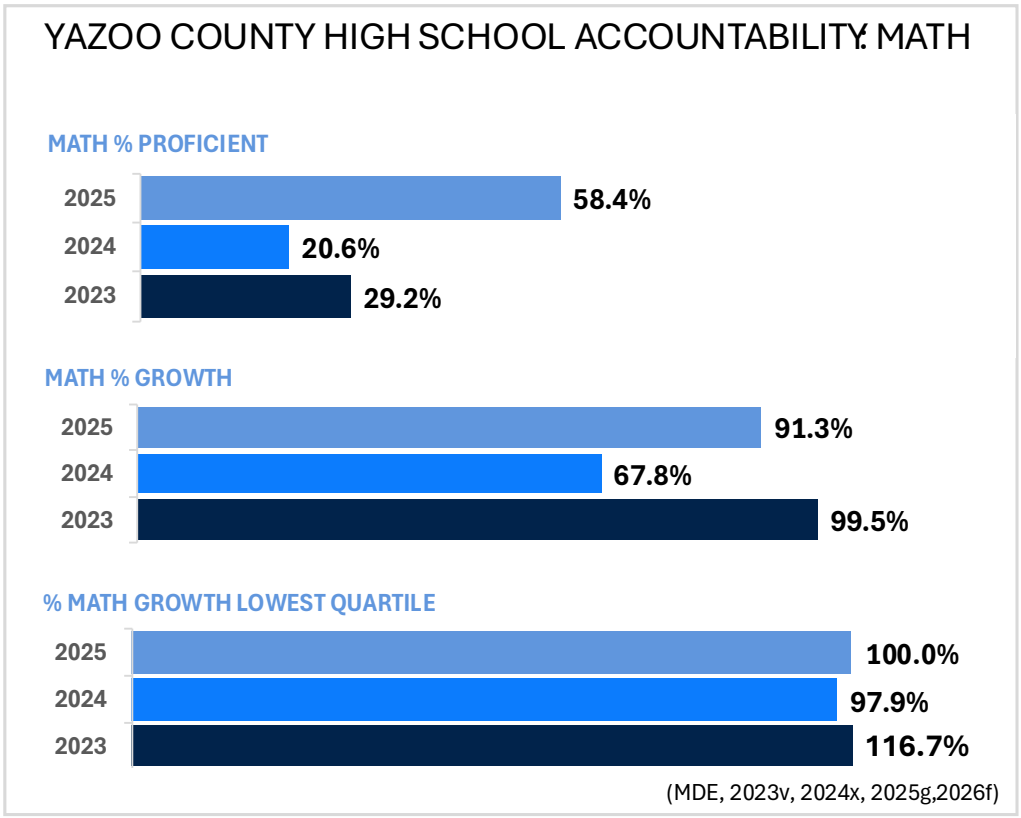


Figure 167: Yazoo County High School Accountability: Math

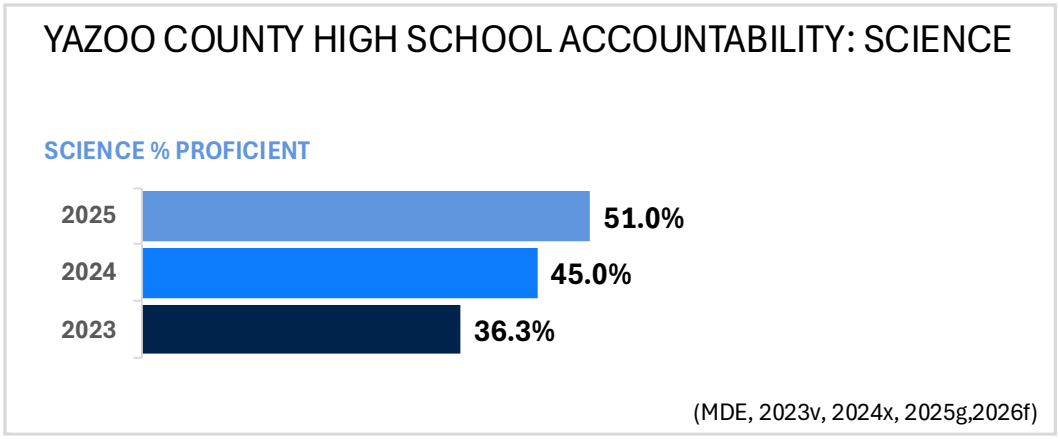


Figure 168: Yazoo County High School Accountability: Science

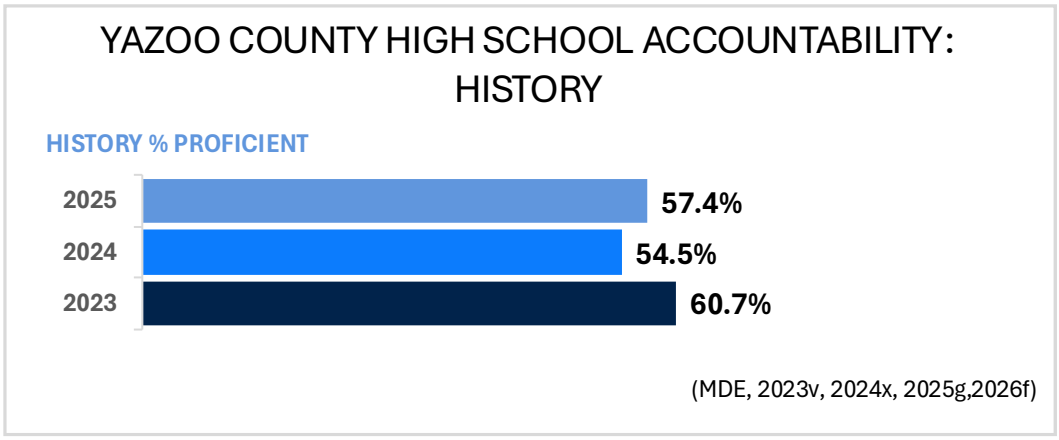


Figure 169: Yazoo County High School Accountability: History

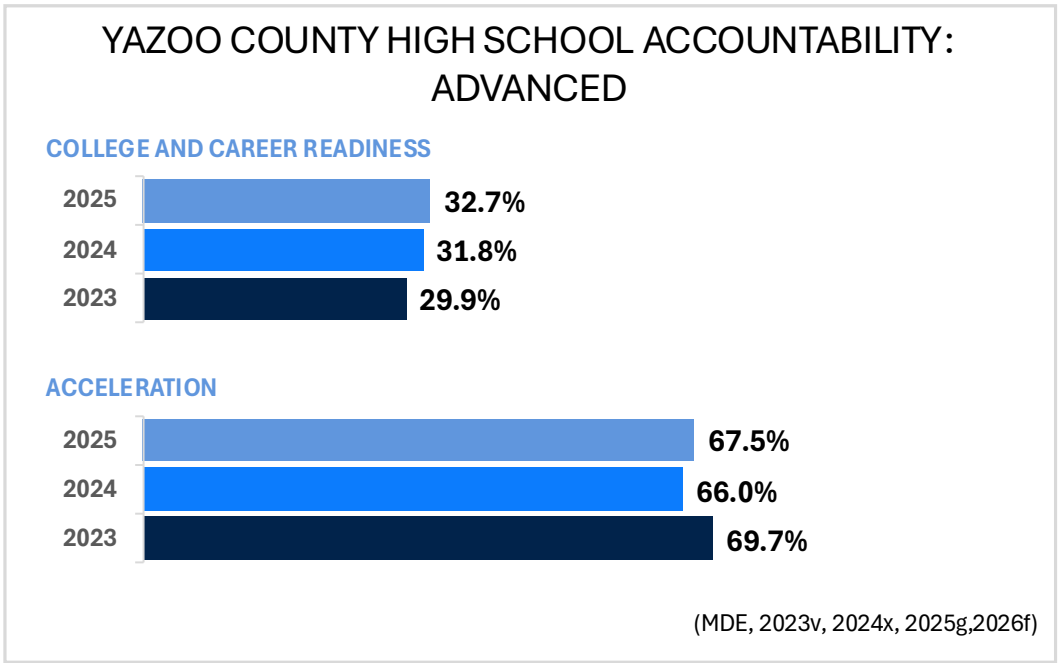


Figure 170: Yazoo County High School Accountability: Advanced

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

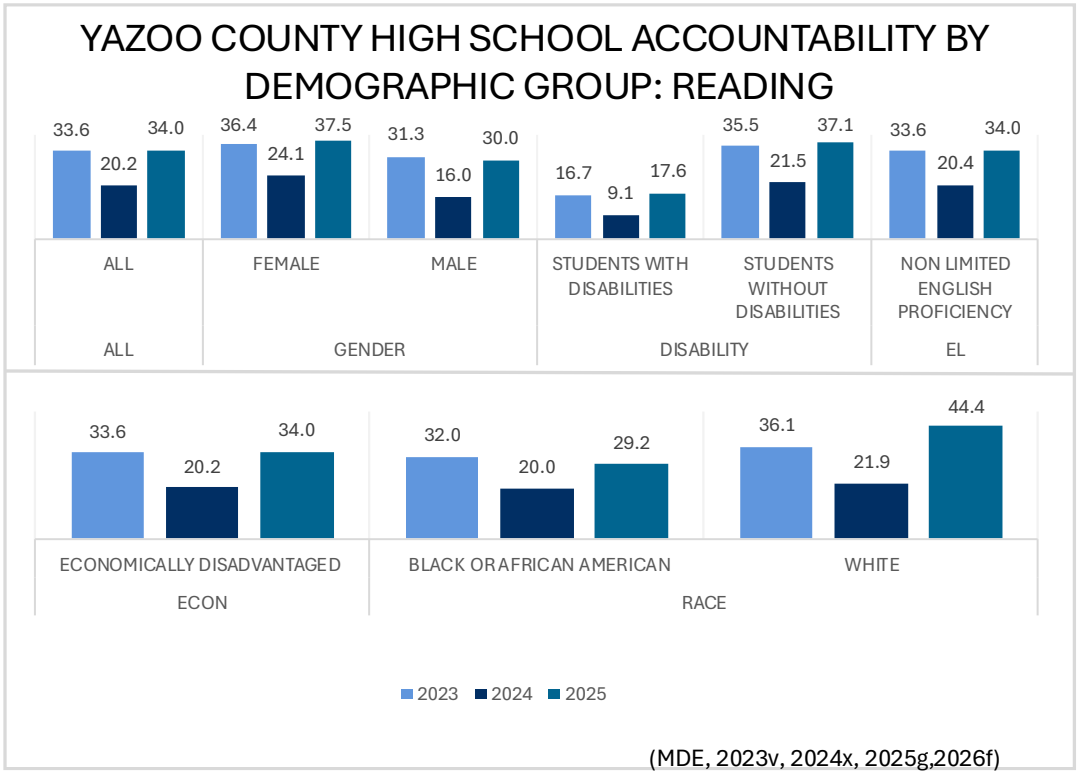


Figure 171: Yazoo County High School Accountability by Demographic Group: Reading

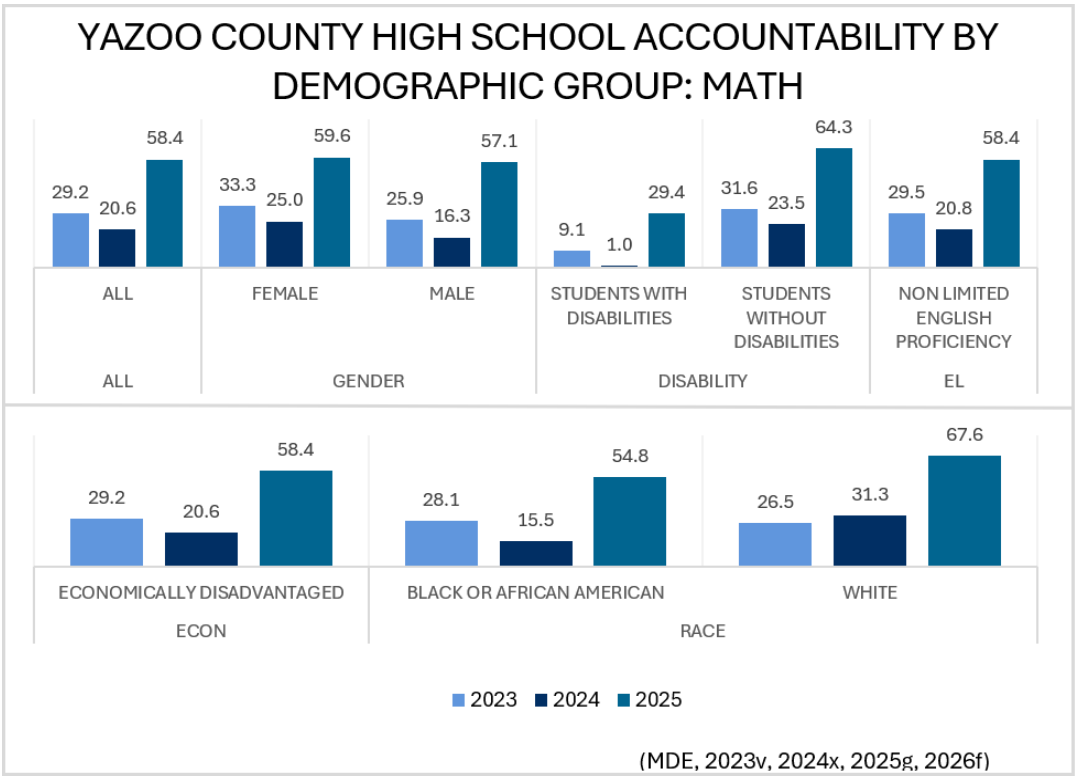


Figure 172: Yazoo County High School Accountability by Demographic Group: Math

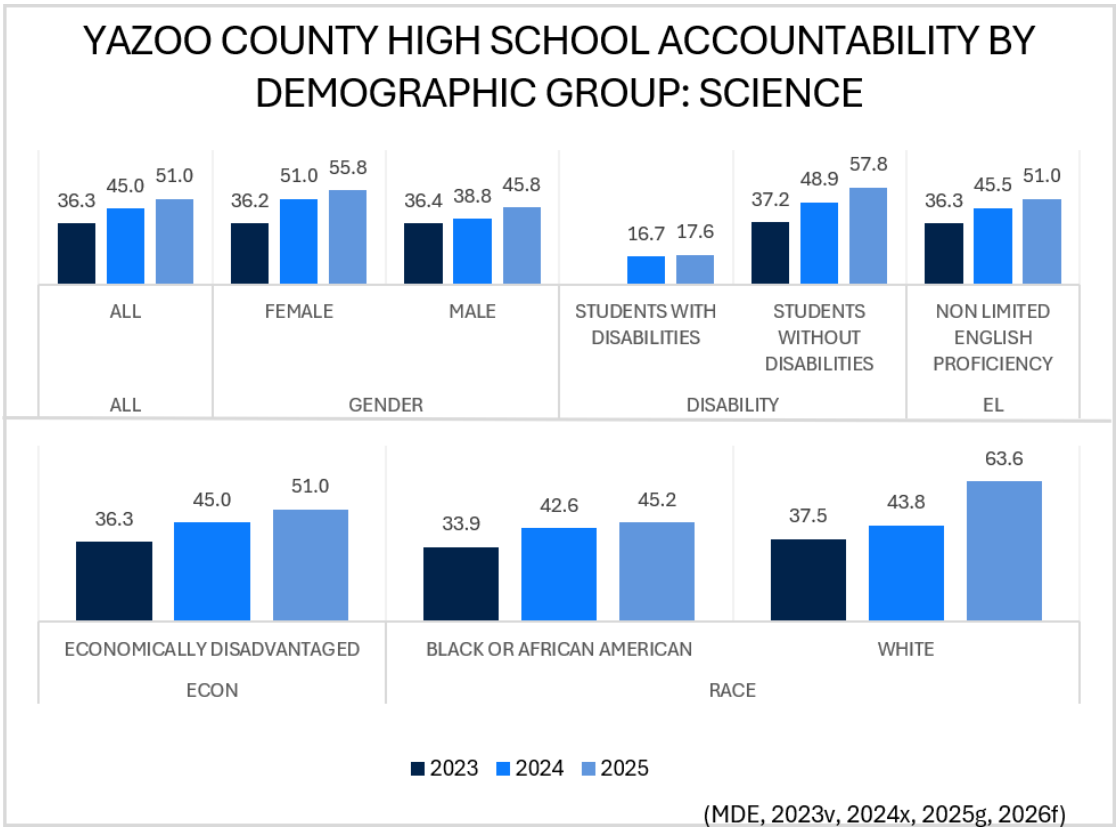


Figure 173: Yazoo County High School Accountability by Demographic Group: Science

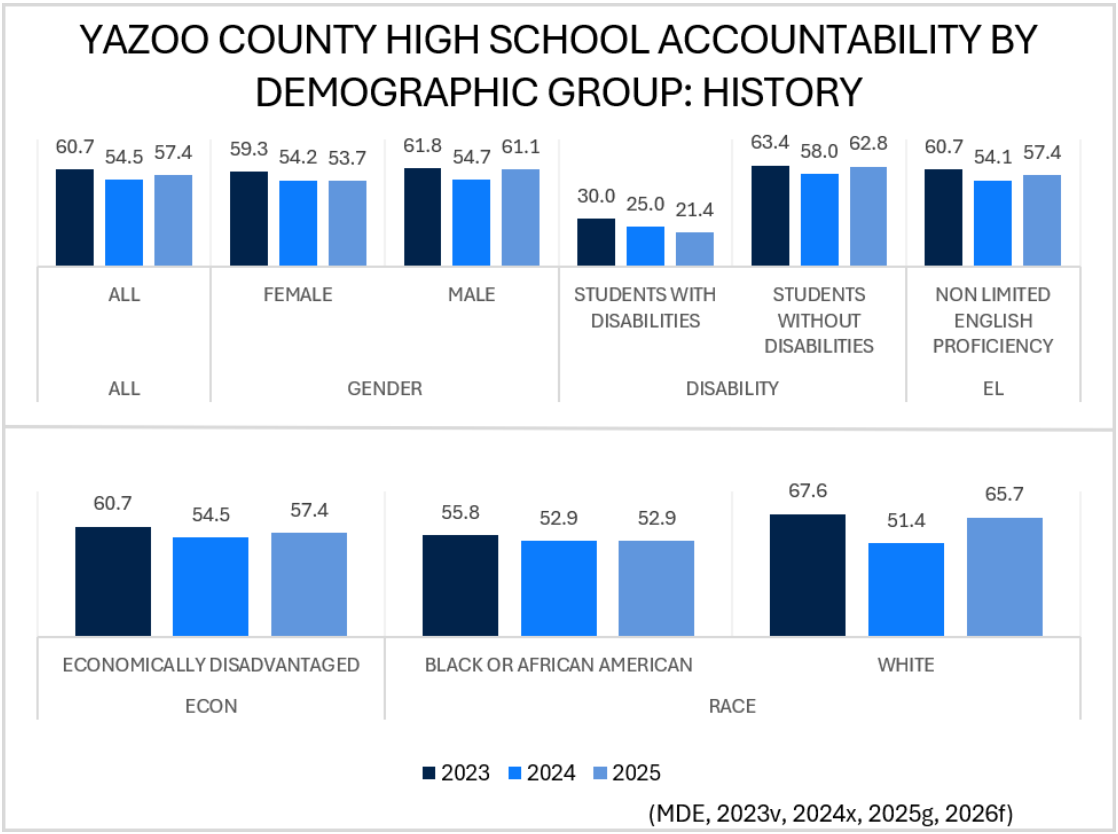


Figure 174: Yazoo County High School Accountability by Demographic Group: History

PROFICIENCY GAP TO GOAL

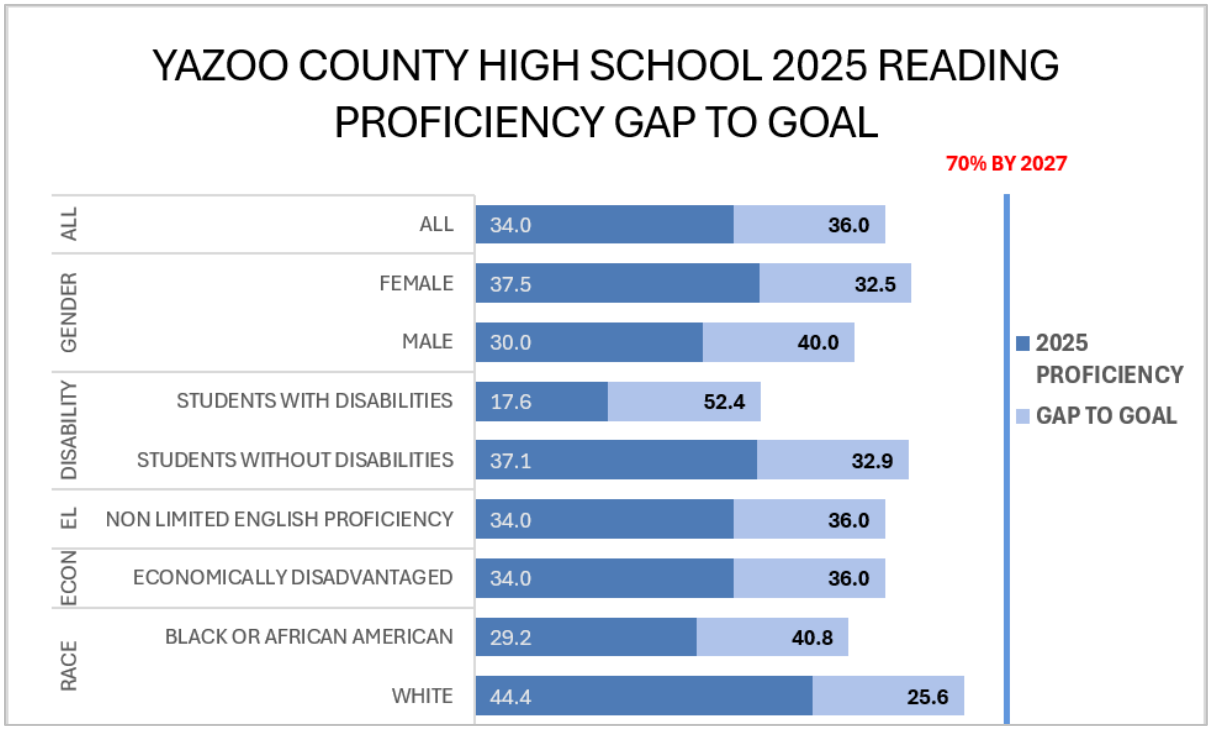


Figure 175: Yazoo County High School 2025 Reading Proficiency Gap to Goal

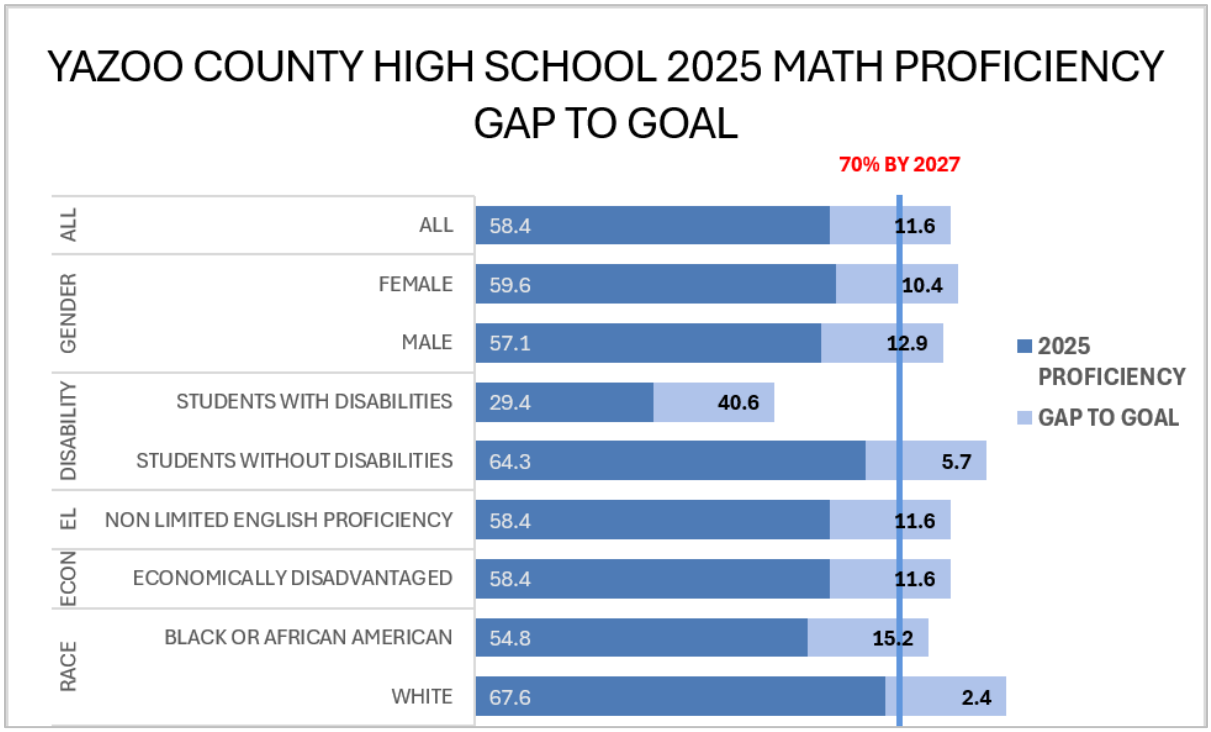


Figure 176: Yazoo County High School 2025 Math Proficiency Gap to Goal

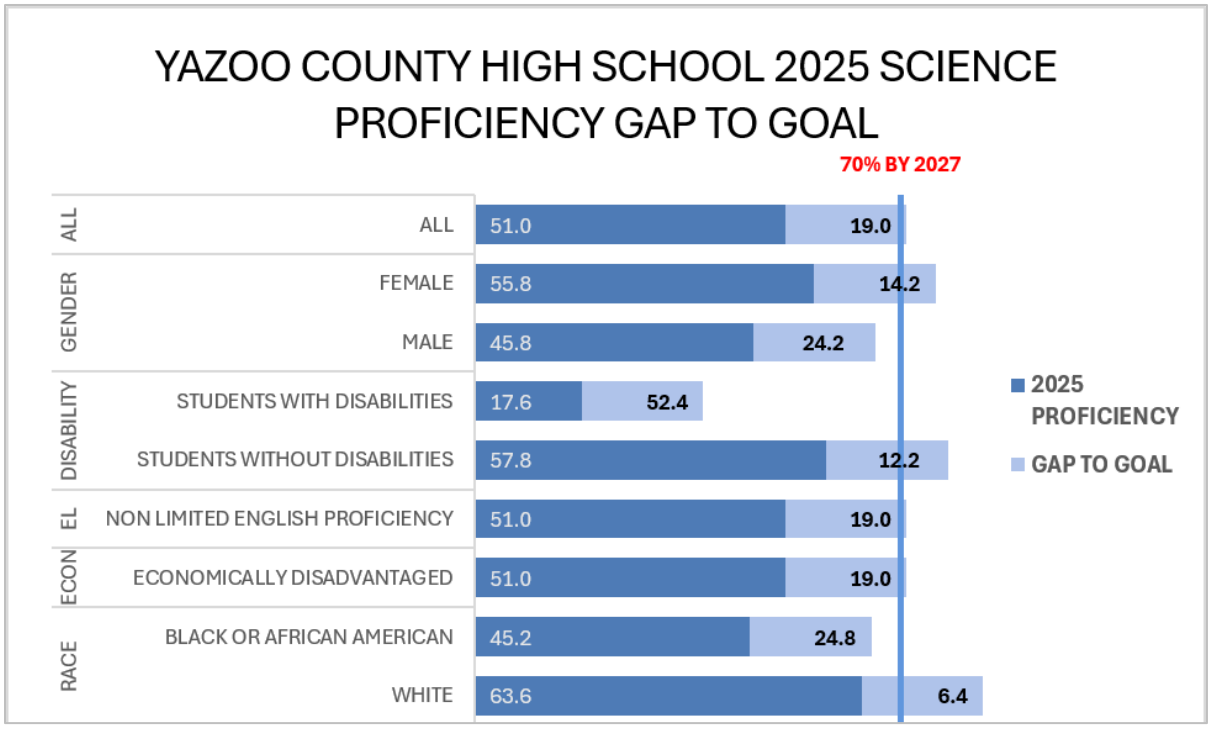


Figure 177: Yazoo County High School 2025 Science Proficiency Gap to Goal

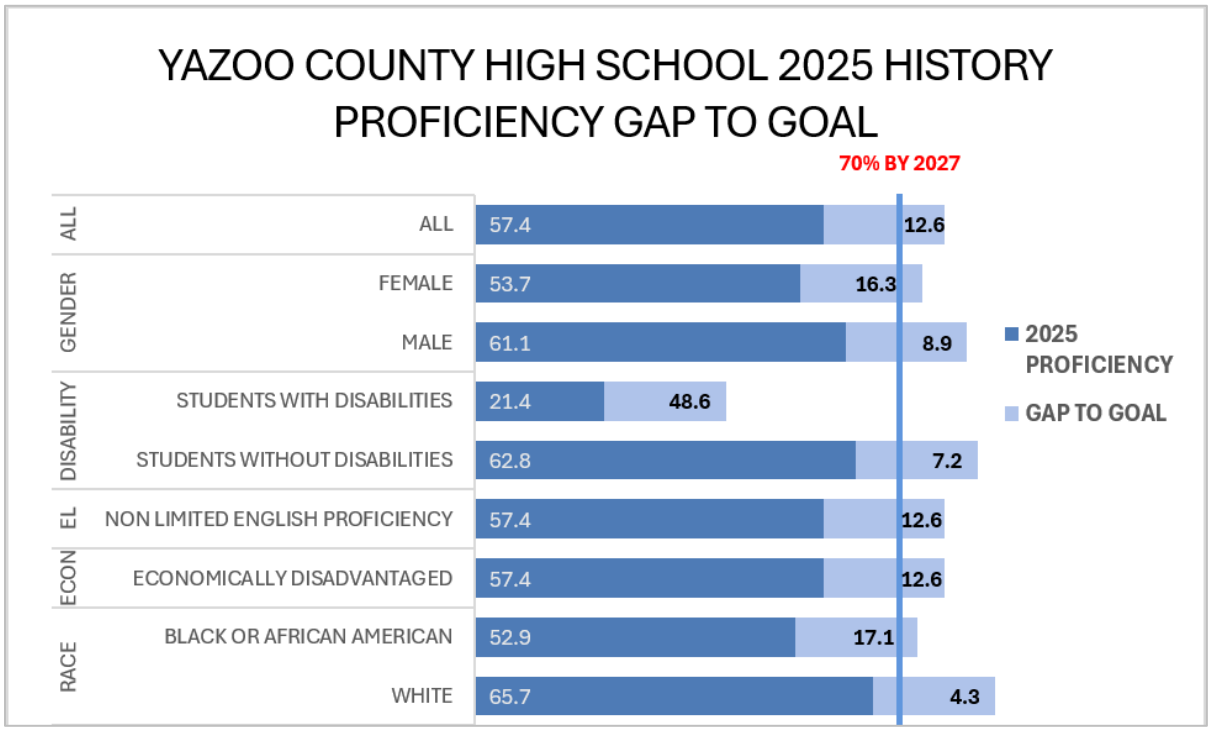


Figure 178: Yazoo County High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

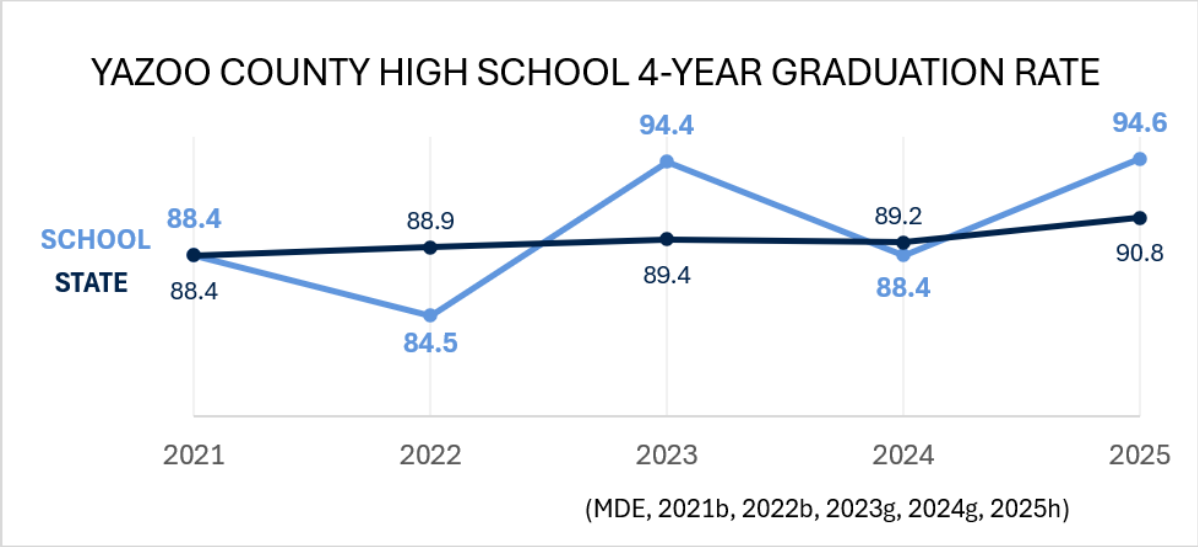


Figure 179: Yazoo County High School 4-Year Graduation Rate

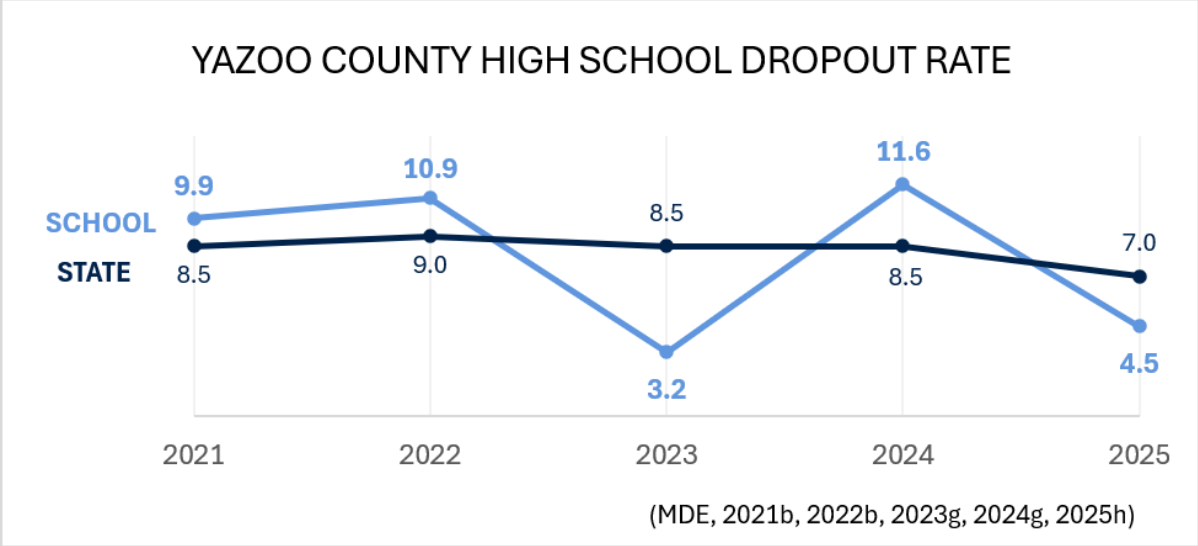


Figure 180: Yazoo County High School Dropout Rate



ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		71.7	32.9%	93.9	49.7%	89.8	48.8%
GENDER	FEMALE	40.1	36.1%	55.9	61.4%	43.3	56.2%
	MALE	31.6	29.5%	38.0	38.8%	46.5	43.5%
RACE	BLACK OR AFRICAN AMERICAN	37.3	29.4%	55.3	46.1%	52.0	42.3%
	TWO OR MORE RACES	10.0	30.8%		50.8%	<10	
	WHITE	29.4	40.3%	28.7	57.4%	28.7	61.1%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	18.9%		24.7%	<10	27.8%
	STUDENTS WITHOUT DISABILITIES	66.6	34.9%	89.7	52.2%	84.8	51.1%
EL	NON LIMITED ENGLISH PROFICIENCY	71.7	33.5%	92.9	49.4%	89.8	48.8%

Figure 181: Yazoo County High School Advanced Course Enrollment



ENROLLED IN POST-SECONDARY COURSES			
	2022	2023	2024
ALL			
ALL	66.1	56.1	44.3
GENDER			
FEMALE	77.8	54.0	53.1
MALE	55.2	58.3	33.3
RACE			
BLACK OR AFRICAN AMERICAN	71.9	59.0	56.1
TWO OR MORE RACES	5.0		<5%
WHITE	59.1	54.8	25.6
DISABILITY			
STUDENTS WITH DISABILITIES	5.0	38.5	<5%
ECON			
ECONOMICALLY DISADVANTAGED	66.1	56.1	44.7
(MDE, 2022, 2023, 2024, Mississippi Succeeds Report Card)			

Figure 182: Yazoo County High School Post-Secondary Enrollment

YCHS Accountability Takeaways

Yazoo County High School **reading proficiency improved substantially** in 2025, reaching 34.0%, up from 20.2% in 2024 and slightly above the 33.6% reported in 2023. **Mathematics showed even stronger gains**, with proficiency increasing from 20.6% in 2024 to 58.4% in 2025, nearly tripling in a single year. Science proficiency also continued an upward trajectory, rising from 36.3% in 2023 to 51.0% in 2025. History performance remained comparatively strong and stable, posting a 57.4% proficiency rate in 2025.

Subgroup data reveals **encouraging growth across most student populations**. White students achieved the highest proficiency rates in reading (44.4%), mathematics (67.6%), science (63.6%), and history (65.7%), while Black or African American students posted notable gains in mathematics, reaching 54.8% proficiency in 2025. Students with disabilities, however, continue to face significant challenges. Their proficiency rates were 17.6% in reading and science, 29.4% in mathematics, and 21.4% in history, leaving gaps of 40 to 52 percentage points from the state's long-term 70% proficiency target.

The school also demonstrates strong outcomes beyond state assessments. The four-year **graduation rate increased** to 94.6% in 2025, exceeding the state rate of 90.8% and marking the highest level of the five-year period. At the same time, the dropout rate fell sharply to 4.5%, significantly below the state average of 7.0%. **Participation in advanced coursework expanded** from 32.9% of students in 2022 to 48.8% in 2024, while post-secondary course enrollment remained substantial at 44.3 students in 2024.

Overall, the accountability data points to a school that is making **meaningful academic progress**, particularly in mathematics and science, while maintaining strong graduation outcomes. Continued attention to reading achievement and targeted support for students with disabilities will be critical for sustaining momentum and closing remaining performance gaps.

ASSESSMENT

ACT

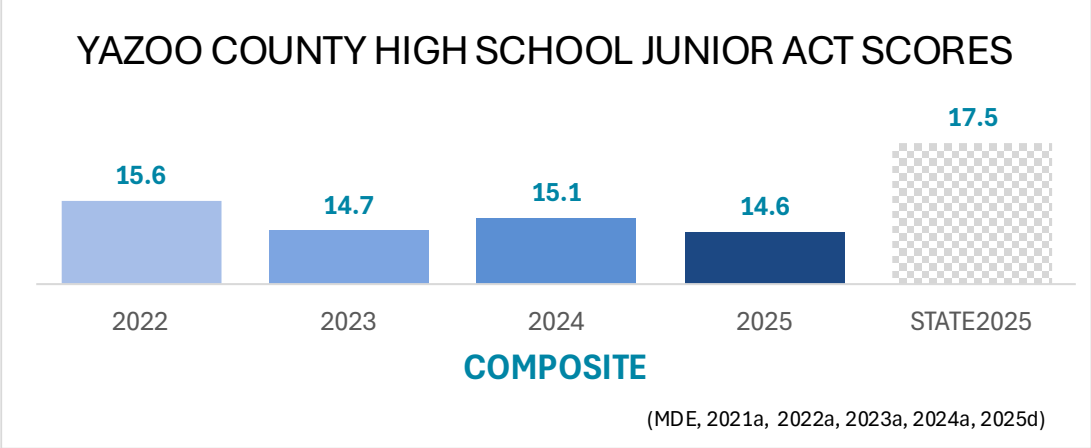


Figure 183: Yazoo County High School Junior ACT Scores: Composite

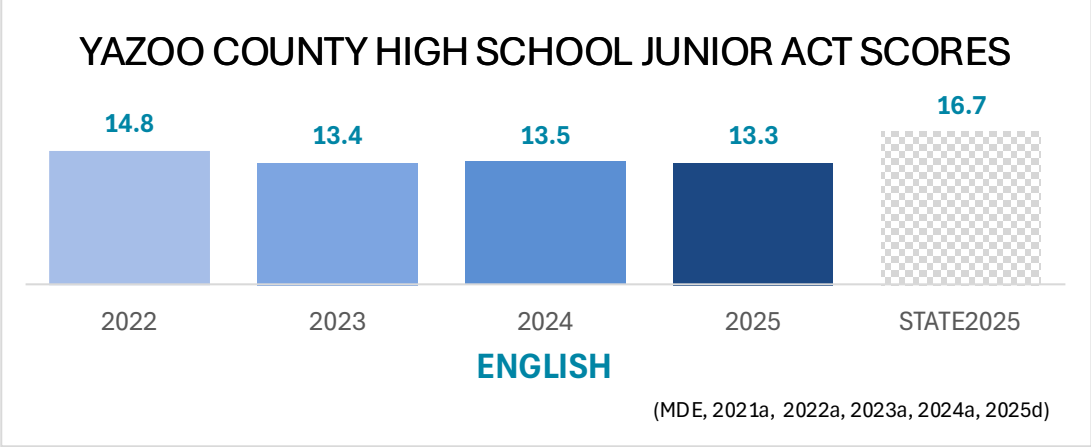


Figure 184: Yazoo County High School Junior ACT Scores: English

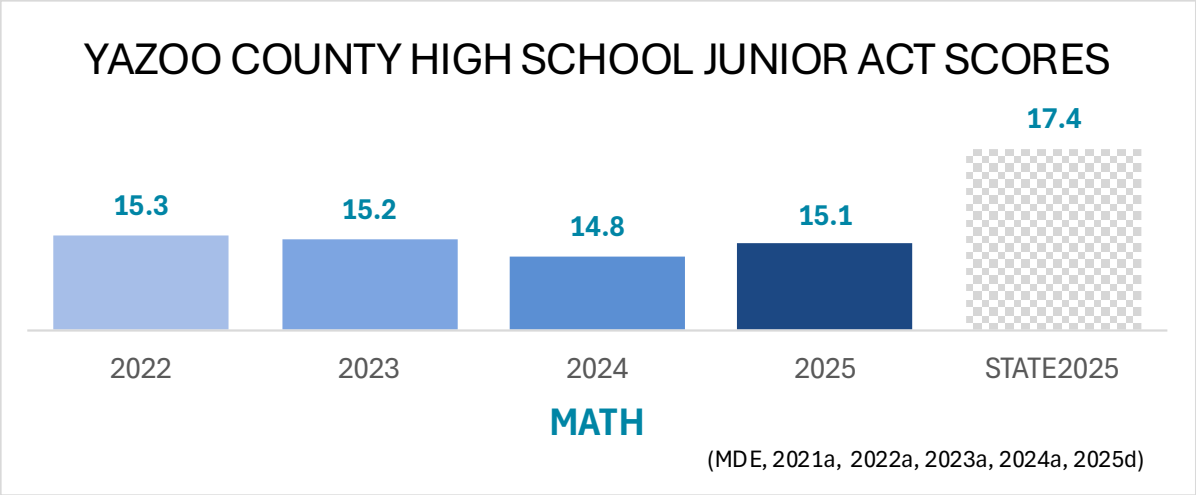


Figure 185: Yazoo County High School Junior ACT Scores: Math

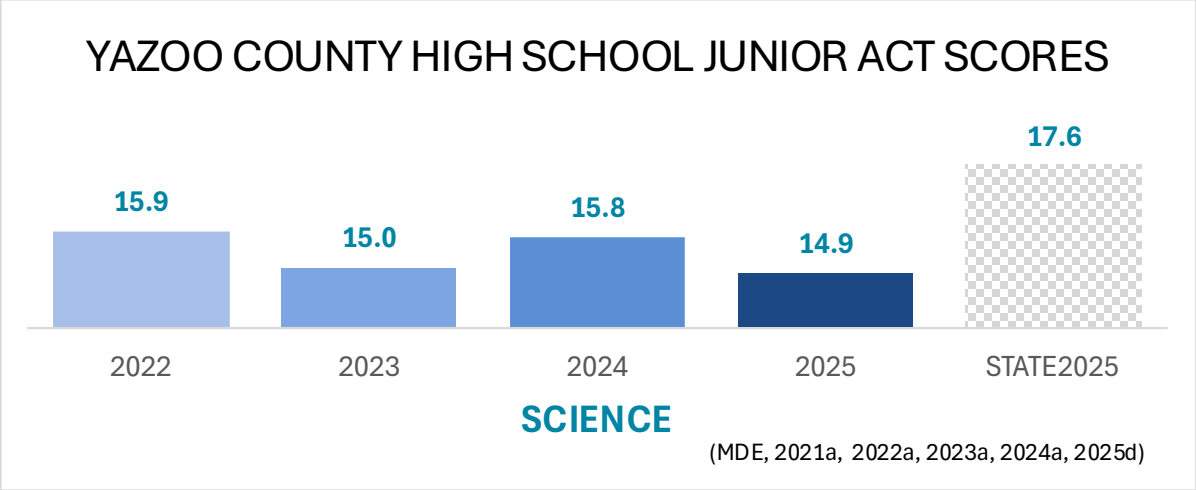


Figure 186: Yazoo County High School Junior ACT Scores: Science

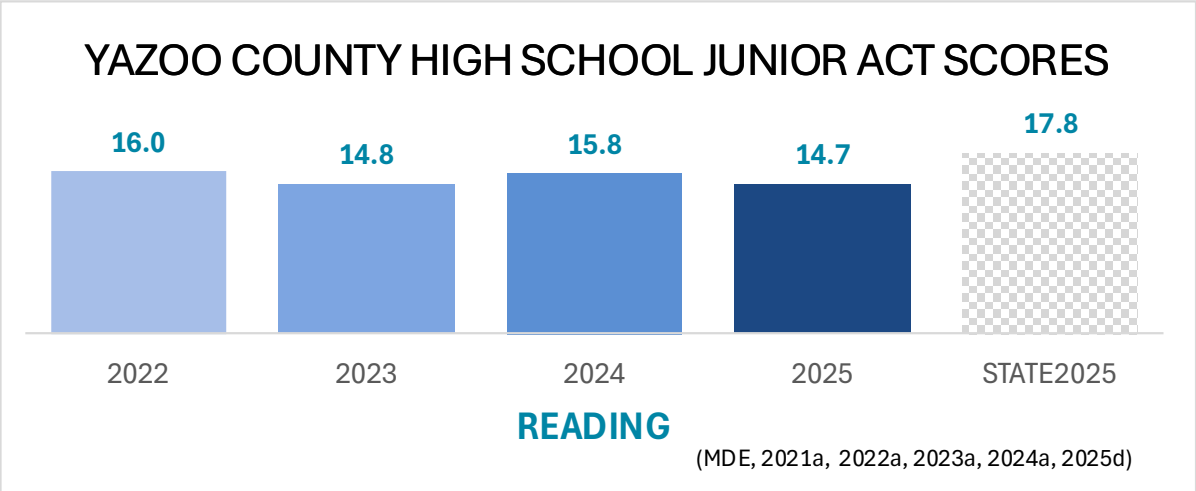


Figure 187: Yazoo County High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

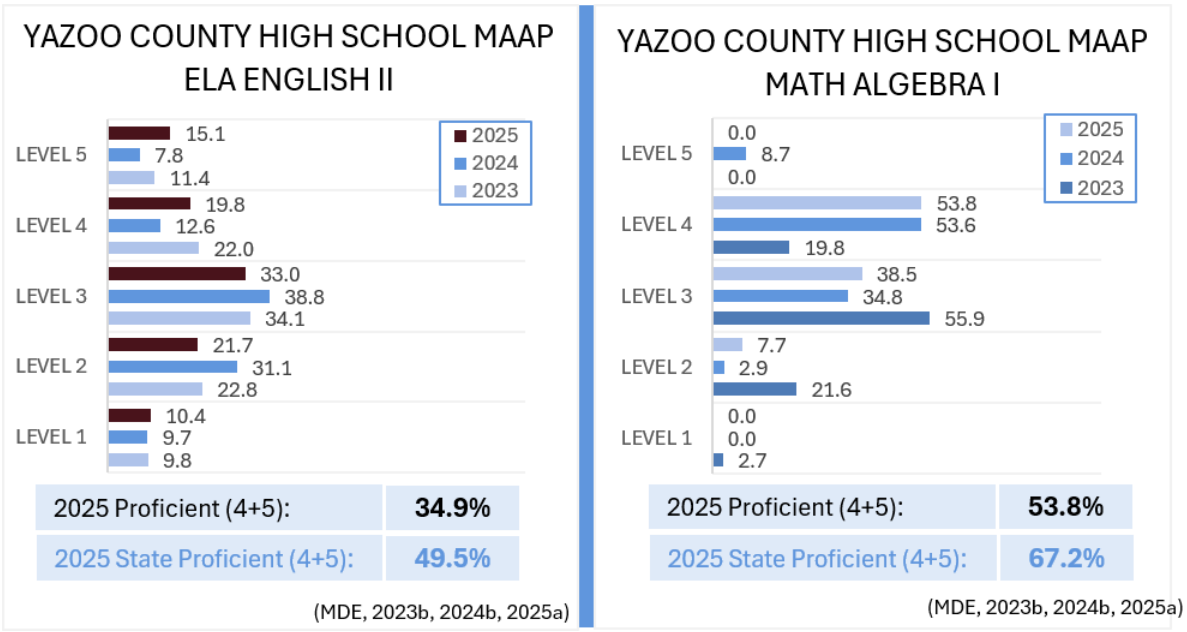


Figure 188: Yazoo County High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

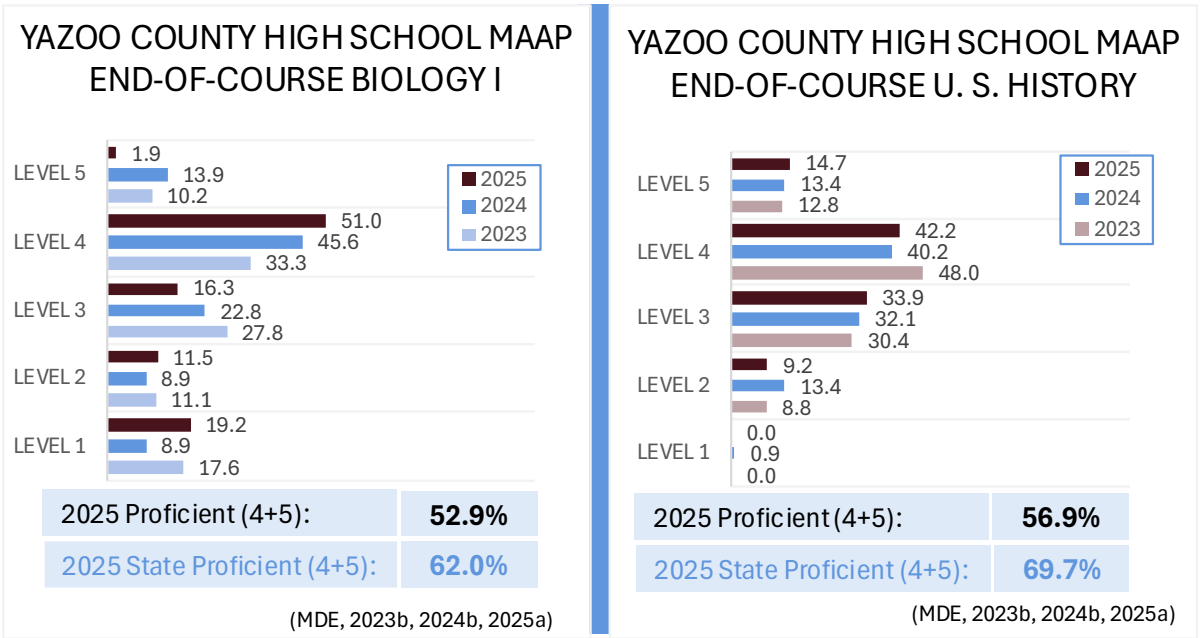


Figure 189: Yazoo County High School MAAP End-Of-Course Biology I and U. S. History

YCHS Assessment Takeaways

End-of-course results were strongest in U.S. History and Algebra I, where 56.9% and 53.8% of students, respectively, scored at the proficient or advanced levels. Biology I also showed solid performance, with 52.9% proficiency, demonstrating that **more than half of students met state expectations in two of the school's three tested content areas**.

English II remains the area with the greatest need for improvement. In 2025, 34.9% of students reached proficiency, trailing the state rate of 49.5% by nearly 15 percentage points. The distribution of scores suggests that many students are clustered in the middle achievement levels, with 33.0% performing at Level 3 and another 21.7% at Level 2. This indicates a substantial group of students who may be within reach of proficiency with targeted literacy supports and continued emphasis on reading and writing skills across content areas.

Performance trends within subjects reveal **several encouraging developments**. In English II, the percentage of students reaching the highest achievement level increased to 15.1%, up from 7.8% in 2024. Biology I showed notable growth in Level 4 performance, reaching 51.0% in 2025. U.S. History maintained strong results, with 56.9% proficiency and very few students scoring at the lowest performance levels.

Continued efforts to move students from intermediate performance levels into proficiency could produce meaningful gains across all tested subjects.

PERSONNEL

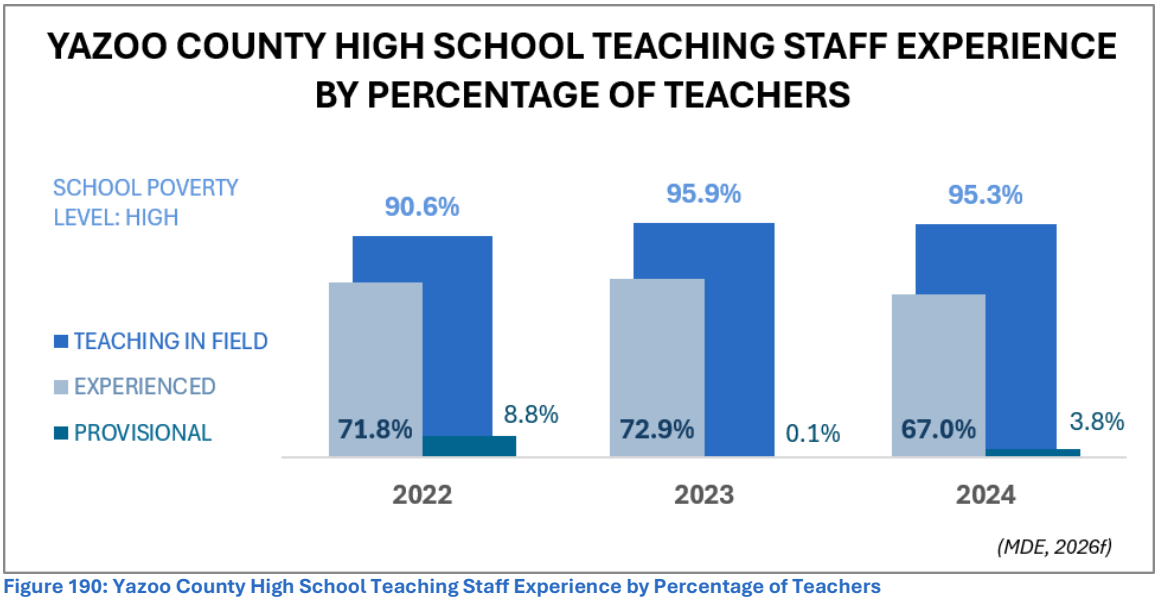


Figure 190: Yazoo County High School Teaching Staff Experience by Percentage of Teachers

YAZOO COUNTY HIGH CNA SURVEY

INTRODUCTION

Twenty-one (21) faculty members, twenty-two (22) parents, and one hundred seventy-four (174) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Improvement; School Climate and Culture; Preschool and Kindergarten; and Professional Development*. A summary of responses to open-ended questions where available is included at the end of each stakeholder section.

YAZOO COUNTY HIGH FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	15	38.5%
Differentiated instruction	10	25.6%
Access to computers and individualized instruction	8	20.5%
Pre-K Program	6	15.4%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	1	4.8%
Agree	15	71.4%
Disagree	5	23.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	16	76.2%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	2	9.5%
Agree	17	81.0%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

I use student assessment data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.0%

I use effective, evidence-based strategies for:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments	42.9%	38.1%	0.0%	0.0%	19.0%
Closing the achievement gap between diverse groups of students	42.9%	33.3%	4.8%	0.0%	19.0%
Effective classroom management	38.1%	47.6%	0.0%	0.0%	14.3%
Teaching special needs students	33.3%	47.6%	0.0%	0.0%	19.0%
Providing instruction to students with limited English proficiency to improve their language and academic skills	9.5%	33.3%	0.0%	0.0%	57.1%

I contact parents every week.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	8	18.2%
Supporting college and career counseling	10	22.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	8	18.2%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	11	25.0%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	7	15.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	11	18.0%
Providing school-based mental health services and counseling	8	13.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	3	4.9%
Establishing or improving dropout prevention	5	8.2%
Supporting re-entry programs and transition services for Justice-involved youth	6	9.8%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	8	13.1%
Implementing systems and practices to prevent bullying and harassment	6	9.8%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	7	11.5%
Establishing community partnerships	7	11.5%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	7	19.4%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
Building technological capacity and infrastructure	9	25.0%
Carrying out innovative blended learning projects	7	19.4%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	8	22.2%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	5	13.9%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.	Count	Percentage
Strongly Agree	4	19.0%
Agree	14	66.7%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).	Count	Percentage
Strongly Agree	9	42.9%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

Teachers receive adequate technology training and assistance with software trouble-shooting to support and improve instruction in their classrooms.	Count	Percentage
Strongly Agree	8	38.1%
Agree	10	47.6%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Teachers have access to an adequate number of computers in their classroom to infuse technology into the daily instruction.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

My biggest equipment needs are:		
	Count	Percentage
Computers	3	7.7%
Software	12	30.8%
Mobile laptop computers	7	17.9%
Listening centers	1	2.6%
Interactive white board	4	10.3%
Classroom response system (clickers)	6	15.4%
Digital slates (e.g. iPad, Microsoft Pro)	6	15.4%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.

	Count	Percentage
Strongly Agree	5	23.8%
Agree	13	61.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

The district's curriculum is rigorous in preparing students for college and career.

	Count	Percentage
Strongly Agree	7	33.3%
Agree	9	42.9%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Teachers hold high expectations for student learning.

	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Clubs/Programs	42.9%	47.6%	0.0%	4.8%	4.8%
Physical Education	38.1%	57.1%	0.0%	0.0%	4.8%
Career/Technical Education	57.1%	38.1%	0.0%	0.0%	4.8%
Technology	42.9%	47.6%	4.8%	0.0%	4.8%
Computer Science	28.6%	61.9%	4.8%	0.0%	4.8%
English/Language Arts (reading, writing, speaking, listening)	42.9%	52.4%	4.8%	0.0%	0.0%
Science	33.3%	61.9%	4.8%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	38.1%	33.3%	19.0%	4.8%	4.8%
Health Education	28.6%	57.1%	9.5%	0.0%	4.8%
Mathematics	52.4%	47.6%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	38.1%	57.1%	4.8%	0.0%	0.0%
Foreign Languages	38.1%	47.6%	9.5%	0.0%	4.8%

I develop and utilize various modes of assessments (formal and informal) for varying subgroups (SPED, ELL, etc.).		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	9	42.9%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	4	6.2%
Utilize technology such as class websites, blogs, and videos	10	15.6%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	8	12.5%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	8	12.5%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	7	10.9%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	5	7.8%
Use bilingual handouts and cues	0	0.0%
Use visual displays, portable white boards, and posters when giving instructions	9	14.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	3	4.7%
Not Applicable or No Information	10	15.6%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	14	66.7%
Agree	7	33.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	10	47.6%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	10	47.6%
Agree	11	52.4%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	9	42.9%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	10	47.6%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	12	57.1%
Disagree	3	14.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	5	23.8%
Agree	13	61.9%
Disagree	1	4.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	0	0.0%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	11	52.4%
Agree	10	47.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Technology is sufficiently available to support instruction.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	9	42.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

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

For the most part, the size of classes, in this district, does not limit instructional effectiveness.

	Count	Percentage
Strongly Agree	5	23.8%
Agree	14	66.7%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	11	52.4%
Agree	5	23.8%
Disagree	1	4.8%
Strongly Disagree	2	9.5%
Not Applicable or No Information	2	9.5%

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

	Count	Percentage
Strongly Agree	8	38.1%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	12	57.1%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	19.0%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.	
	Rank
Reading for at-risk students	#1
Conflict resolution	#2
Differentiated Instruction	#3
Teaching and understanding students in poverty	#4
My specific content area	#5
Social Emotional Learning	#6
Depth of Knowledge or Rigor	#7
Project-based Learning	#8
Mississippi College and Career Readiness Standards	#9
Writing strategies	#10
Classroom Management	#11
Culture sensitivity	#12
Using technology to enhance instruction	#13
Trauma-Informed Instruction	#14
Student usage of AI in writing	#15
Teaching and understanding homeless students	#16
Personalized Instruction	#17
Successful inclusion strategies	#18
Incorporating Artificial Intelligence (AI) in the classroom	#19
Developing quality assessments	#20
Interpreting and analyzing student data	#21
English Learners (ELs)	#22
Response to Intervention (RTI/MTSS)	#23

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	8	38.1%
Disagree	5	23.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

The professional development I have received thus far in this school district has provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	11	52.4%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

GENERAL OPINION

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

Faculty members at Yazoo County High School praised the school for its strong focus on student success, safety, and accountability. Teachers noted that students are considered in decisions related to instruction, extracurricular activities, and school events, creating a student-centered environment that supports both academic and personal growth. Many respondents highlighted the school's commitment to maintaining a safe campus and expressed especially high regard for the high school administration, describing leaders as caring, supportive, communicative, and willing to listen and improve. While most comments are positive, faculty do identify areas for improvement, such as expanding access to professional development, improving communication across the school, increasing funding for health services, and making upgrades to aging facilities such as the multi-purpose building. Some teachers also expressed concerns about the use of online instruction when qualified in-person teachers are available and called for more consistent support of teacher discipline referrals.

YAZOO COUNTY HIGH PARENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	14	35.0%
Differentiated instruction	10	25.0%
Access to computers and individualized instruction	11	27.5%
Pre-K Program	5	12.5%

In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	8	36.4%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	10	45.5%
Disagree	3	13.6%
Strongly Disagree	4	18.2%
Not Applicable or No Information	0	0.0%

Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	8	36.4%
Disagree	1	4.5%
Strongly Disagree	2	9.1%
Not Applicable or No Information	3	13.6%

I have read and understood the Title I School-Parent Compact.		
	Count	Percentage
Yes	15	68.2%
No	7	31.8%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	11	50.0%
Disagree	0	0.0%
Strongly Disagree	2	9.1%
Not Applicable or No Information	4	18.2%

I would like my child's school (district) to offer classes for parents on the following:		
	Count	Percentage
Abuse Prevention	6	5.4%
Computer Classes	8	7.1%
Conflict Resolution	6	5.4%
Discipline	5	4.5%
Drug/Alcohol Awareness	9	8.0%
English as a Second Language	2	1.8%
Health Classes	6	5.4%
Literacy Classes	7	6.2%
Math Classes	5	4.5%
Parent-to-School Relationships	8	7.1%
Parent/Child Communication	5	4.5%
Preparing for College	17	15.2%
Parenting Workshops	4	3.6%
Social Media Classes	3	2.7%
Stress/Anger Management	9	8.0%
Understanding College- and Career-Ready Standards	12	10.7%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	2	3.8%
District and/or school newsletters	10	18.9%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	9	17.0%
Resource materials for parental training	7	13.2%
Training for parents to work with other parents on becoming involved in the schools	7	13.2%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	5	9.4%
Home/School folders	6	11.3%
Home/School planners	7	13.2%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	12	54.5%
Agree	6	27.3%
Disagree	1	4.5%
Strongly Disagree	2	9.1%
Not Applicable or No Information	1	4.5%

To contribute to "Well-Rounded Educational Opportunities" in our district, I would like to see Title IV money spent on:		
	Count	Percentage
Improving access to foreign language instruction, arts, and music education	9	15.3%
Supporting college and career counseling	15	25.4%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	22.0%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	12	20.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	10	16.9%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
	Count	Percentage
Promoting community and parent involvement in schools	12	13.2%
Providing school-based mental health services and counseling	12	13.2%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	7.7%

To supplement what our district is already doing to keep our schools safe and healthy, I would like to see Title IV money used on:		
Establishing or improving dropout prevention	9	9.9%
Supporting re-entry programs and transition services for Justice-involved youth	9	9.9%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	11.0%
Implementing systems and practices to prevent bullying and harassment	12	13.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	9	9.9%
Establishing community partnerships	11	12.1%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	16	26.7%
Building technological capacity and infrastructure	13	21.7%
Carrying out innovative blended learning projects	9	15.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	13	21.7%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	9	15.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	11	50.0%
Agree	9	40.9%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	12	54.5%
Disagree	4	18.2%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	9	40.9%
Disagree	4	18.2%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	7	31.8%
Agree	11	50.0%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	5	22.7%
Agree	11	50.0%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	4	18.2%

Our school (district) is doing a good job in preparing students to continue their education at more advanced levels or to enter the workforce.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	10	45.5%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Computer Science	36.4%	45.5%	9.1%	0.0%	9.1%
English/Language Arts (reading, writing, speaking, listening)	31.8%	50.0%	4.5%	4.5%	9.1%
Science	31.8%	54.5%	4.5%	0.0%	9.1%
Fine Arts (music, visual arts, dance, drama)	36.4%	40.9%	9.1%	0.0%	13.6%
Health Education	27.3%	54.5%	4.5%	0.0%	13.6%
Mathematics	31.8%	45.5%	9.1%	4.5%	9.1%
Social Studies (history, government, civics, economics)	31.8%	45.5%	13.6%	0.0%	9.1%
Foreign Languages	27.3%	45.5%	13.6%	4.5%	9.1%
Clubs/Programs	31.8%	50.0%	9.1%	0.0%	9.1%
Physical Education	22.7%	63.6%	4.5%	0.0%	9.1%
Career/Technical Education	40.9%	36.4%	13.6%	4.5%	4.5%
Technology	31.8%	45.5%	9.1%	0.0%	13.6%

My child's (children's) counselor informs him/her about career technical opportunities as well as about post-secondary education opportunities.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	8	36.4%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	2	9.1%

Career Technical Education should teach skills that students need to be successful after graduation.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	8	36.4%
Agree	12	54.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	12	54.5%
Agree	7	31.8%
Disagree	1	4.5%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	11	50.0%
Agree	8	36.4%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	8	36.4%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	13	13.5%
Checked my child's grades/assignments online	17	17.7%
Been in contact with my child's teacher	15	15.6%
Received a newsletter from the district, school, or teacher	12	12.5%
Worked with a committee or group on school or district policies	3	3.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	8	8.3%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	14	14.6%
Volunteered at my child's school	7	7.3%
Participated in Community Engagement Council at Yazoo County Middle School	2	2.1%
Attended annual Title I meeting	5	5.2%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	10	45.5%
Agree	8	36.4%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

	Count	Percentage
Strongly Agree	11	50.0%
Agree	7	31.8%
Disagree	2	9.1%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

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

	Count	Percentage
Strongly Agree	11	50.0%
Agree	6	27.3%
Disagree	3	13.6%
Strongly Disagree	1	4.5%
Not Applicable or No Information	1	4.5%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

	Count	Percentage
Strongly Agree	10	45.5%
Agree	9	40.9%
Disagree	3	13.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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

	Count	Percentage
Strongly Agree	9	40.9%
Agree	10	45.5%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.5%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	9	40.9%
Agree	9	40.9%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.1%

PRESCHOOL AND KINDERGARTEN

I know what my child is learning and must learn this school year.		
	Count	Percentage
Strongly Agree	9	40.9%
Agree	7	31.8%
Disagree	2	9.1%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	18.2%

Having preschool and kindergarten classes in my district improves student achievement.		
	Count	Percentage
Strongly Agree	8	36.4%
Agree	8	36.4%
Disagree	0	0.0%
Strongly Disagree	1	4.5%
Not Applicable or No Information	5	22.7%

GENERAL OPINION

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

Parents of students at Yazoo County High School praised the school for maintaining strong communication with families, keeping parents informed about student progress and attendance. Parents expressed appreciation for caring teachers, a supportive school culture, opportunities in athletics and technology, and the school's commitment to student safety and well-being. Suggestions for improvement included expanding tutoring services and after-school academic programs for struggling students, improving

communication through more frequent teacher conferences, and enhancing school meals to provide options students enjoy. Parents also recommended increasing field trip opportunities to broaden students' educational experiences, improving campus lighting and traffic management after athletic events for greater safety, ensuring more in-person instruction in core academic courses, and expanding career and technical pathways.

YAZOO COUNTY HIGH STUDENT SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	74	33.9%
Differentiated instruction	50	22.9%
Access to computers and individualized instruction	83	38.1%
Pre-K Program	11	5.0%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	16	9.2%
Agree	125	71.8%
Disagree	14	8.0%
Strongly Disagree	9	5.2%
Not Applicable or No Information	10	5.7%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	10	5.7%
Agree	63	36.2%
Disagree	61	35.1%
Strongly Disagree	28	16.1%
Not Applicable or No Information	12	6.9%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	9	5.2%
Agree	57	32.8%
Disagree	45	25.9%
Strongly Disagree	28	16.1%
Not Applicable or No Information	35	20.1%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	8	4.6%
Agree	84	48.3%
Disagree	32	18.4%
Strongly Disagree	7	4.0%
Not Applicable or No Information	43	24.7%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	26	14.9%
Agree	118	67.8%
Disagree	12	6.9%
Strongly Disagree	9	5.2%
Not Applicable or No Information	9	5.2%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	8	4.6%
Agree	102	58.6%
Disagree	22	12.6%
Strongly Disagree	13	7.5%
Not Applicable or No Information	29	16.7%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	23	13.2%
Agree	106	60.9%
Disagree	13	7.5%
Strongly Disagree	7	4.0%
Not Applicable or No Information	25	14.4%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	47	27.0%
Agree	96	55.2%
Disagree	14	8.0%
Strongly Disagree	7	4.0%
Not Applicable or No Information	10	5.7%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	16	9.2%
Agree	115	66.1%
Disagree	20	11.5%
Strongly Disagree	12	6.9%
Not Applicable or No Information	11	6.3%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	10	5.7%
Agree	72	41.4%
Disagree	46	26.4%
Strongly Disagree	35	20.1%
Not Applicable or No Information	11	6.3%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	14	8.0%
Agree	109	62.6%
Disagree	23	13.2%
Strongly Disagree	10	5.7%
Not Applicable or No Information	18	10.3%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	34	19.5%
Agree	97	55.7%
Disagree	15	8.6%
Strongly Disagree	14	8.0%
Not Applicable or No Information	14	8.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	21	12.1%
Agree	93	53.4%
Disagree	18	10.3%
Strongly Disagree	9	5.2%
Not Applicable or No Information	33	19.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Technology	13.8%	55.2%	8.0%	4.6%	18.4%
Computer Science	13.8%	54.6%	7.5%	5.2%	19.0%
English/Language Arts (reading, writing, speaking, listening)	27.0%	52.3%	7.5%	4.6%	8.6%
Science	23.6%	58.6%	7.5%	2.3%	8.0%
Fine Arts (music, visual arts, dance, drama)	15.5%	51.1%	10.9%	5.2%	17.2%
Health Education	18.4%	55.2%	7.5%	4.0%	14.9%
Mathematics	29.9%	50.0%	8.6%	4.0%	7.5%
Social Studies (history, government, civics, economics)	22.4%	55.2%	9.2%	4.6%	8.6%
Foreign Languages	18.4%	44.8%	13.2%	4.6%	19.0%
Clubs/Programs	23.6%	45.4%	12.1%	9.2%	9.8%
Physical Education	25.3%	55.7%	4.0%	3.4%	11.5%
Career/Technical Education	20.1%	49.4%	7.5%	4.0%	19.0%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	26	14.9%
Agree	101	58.0%
Disagree	27	15.5%
Strongly Disagree	10	5.7%
Not Applicable or No Information	10	5.7%

Homework that I am expected to complete helps me improve my learning.		
	Count	Percentage
Strongly Agree	11	6.3%
Agree	88	50.6%
Disagree	34	19.5%
Strongly Disagree	27	15.5%
Not Applicable or No Information	14	8.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	14	8.0%
Agree	108	62.1%
Disagree	19	10.9%
Strongly Disagree	14	8.0%
Not Applicable or No Information	19	10.9%

Teachers are concerned that students learn the subjects they teach.		
	Count	Percentage
Strongly Agree	16	9.2%
Agree	100	57.5%
Disagree	15	8.6%
Strongly Disagree	16	9.2%
Not Applicable or No Information	27	15.5%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	10	5.7%
Agree	101	58.0%
Disagree	22	12.6%
Strongly Disagree	15	8.6%
Not Applicable or No Information	26	14.9%

My school informs me about Career Technical Education opportunities.		
	Count	Percentage
Strongly Agree	14	8.0%
Agree	95	54.6%
Disagree	26	14.9%
Strongly Disagree	11	6.3%
Not Applicable or No Information	28	16.1%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	16	9.2%
Agree	103	59.2%
Disagree	23	13.2%
Strongly Disagree	5	2.9%
Not Applicable or No Information	27	15.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	10	5.7%
Agree	100	57.5%
Disagree	25	14.4%
Strongly Disagree	7	4.0%
Not Applicable or No Information	32	18.4%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	13	7.5%
Agree	81	46.6%
Disagree	41	23.6%
Strongly Disagree	22	12.6%
Not Applicable or No Information	17	9.8%

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.		
	Count	Percentage
Strongly Agree	13	7.5%
Agree	95	54.6%
Disagree	24	13.8%
Strongly Disagree	8	4.6%
Not Applicable or No Information	34	19.5%

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.		
	Count	Percentage
Strongly Agree	11	6.3%
Agree	78	44.8%
Disagree	31	17.8%
Strongly Disagree	28	16.1%
Not Applicable or No Information	26	14.9%

In our school (district), students have access to a variety of resources to help them succeed in their learning, such as technology, media centers/libraries, and online programs.		
	Count	Percentage
Strongly Agree	18	10.3%
Agree	109	62.6%
Disagree	14	8.0%
Strongly Disagree	7	4.0%
Not Applicable or No Information	26	14.9%

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.		
	Count	Percentage
Strongly Agree	11	6.3%
Agree	99	56.9%
Disagree	22	12.6%
Strongly Disagree	20	11.5%
Not Applicable or No Information	22	12.6%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	10	5.7%
Agree	88	50.6%
Disagree	34	19.5%
Strongly Disagree	22	12.6%
Not Applicable or No Information	20	11.5%

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	11	6.3%
Agree	106	60.9%
Disagree	20	11.5%
Strongly Disagree	9	5.2%
Not Applicable or No Information	28	16.1%

I am satisfied with the availability of technology (e.g., computers, programs) at our school.		
	Count	Percentage
Strongly Agree	14	8.0%
Agree	105	60.3%
Disagree	19	10.9%
Strongly Disagree	15	8.6%
Not Applicable or No Information	21	12.1%

Technology is incorporated into instruction in many classes.		
	Count	Percentage
Strongly Agree	22	12.6%
Agree	104	59.8%
Disagree	14	8.0%
Strongly Disagree	7	4.0%
Not Applicable or No Information	27	15.5%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	33	19.0%
Agree	95	54.6%
Disagree	15	8.6%
Strongly Disagree	10	5.7%
Not Applicable or No Information	21	12.1%

In the student activities in which I participate, students are involved in planning the activities.		
	Count	Percentage
Strongly Agree	13	7.5%
Agree	98	56.3%
Disagree	18	10.3%
Strongly Disagree	9	5.2%
Not Applicable or No Information	36	20.7%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	15	8.6%
Agree	98	56.3%
Disagree	22	12.6%
Strongly Disagree	14	8.0%
Not Applicable or No Information	25	14.4%

GENERAL OPINION

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

Students from Yazoo High School praised the school for its commitment to student safety, supportive teachers, and opportunities for academic and extracurricular growth. Students also appreciated the resources available to help them succeed, the school's focus on graduation, and the efforts of staff members to keep students engaged and on track. One student shared, "My school is committed to supporting all students and ensuring they successfully complete their education," reflecting the confidence many students expressed in the school's mission. Others noted positive relationships with teachers and a welcoming atmosphere. Some suggestions for improvements included upgrading athletic facilities, expanding clubs, activities, and academic support services,

and providing better food options. Students also recommended improvements to bathrooms, technology resources, communication, and school facilities, while some expressed a desire for greater student freedom regarding phones and dress code policies.

YAZOO COUNTY HIGH ADMINISTRATOR SURVEY

FEDERAL PROGRAMS

The aspects of the Title I instructional program I feel to be most beneficial are:		
	Count	Percentage
Emphasis on cooperation between home and school	0	0.0%
Differentiated instruction	0	0.0%
Access to computers and individualized instruction	1	100.0%
Pre-K Program	0	0.0%
In my experience, teachers in my school (district) are properly certified and effective.		
	Count	Percentage
Strongly Agree	1	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
Student behavior is rarely a problem.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%
Federal funds are used effectively at my school.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	1	100.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The 1% of my school's federal program allocation for parent and family engagement is being used effectively for parent and family engagement activities/resources.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

My school (district) has effective procedures for addressing school safety.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

A vision for technology has been developed for the district via effective collaboration among administrators, teachers, students, and community/business leaders.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers and administrators in our school consistently enforce school rules.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

Students see a relationship between what they are studying and their everyday lives.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The district's curriculum is rigorous in preparing students for college and career.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Teachers hold high expectations for student learning.		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

The curriculum and programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	1	100.0%
Not Applicable or No Information	0	0.0%

Our school (district) is doing a good job in the following areas:					
	Strongly Agree	**Agree**	**Disagree**	**Strongly Disagree**	**N / A**
Computer Science	100.0%	0.0%	0.0%	0.0%	0.0%
English/Language Arts (reading, writing, speaking, listening)	100.0%	0.0%	0.0%	0.0%	0.0%
Science	100.0%	0.0%	0.0%	0.0%	0.0%
Fine Arts (music, visual arts, dance, drama)	100.0%	0.0%	0.0%	0.0%	0.0%
Health Education	100.0%	0.0%	0.0%	0.0%	0.0%
Mathematics	100.0%	0.0%	0.0%	0.0%	0.0%
Social Studies (history, government, civics, economics)	100.0%	0.0%	0.0%	0.0%	0.0%
Foreign Languages	100.0%	0.0%	0.0%	0.0%	0.0%
Clubs/Programs	100.0%	0.0%	0.0%	0.0%	0.0%
Physical Education	100.0%	0.0%	0.0%	0.0%	0.0%
Career/Technical Education	100.0%	0.0%	0.0%	0.0%	0.0%
Technology	100.0%	0.0%	0.0%	0.0%	0.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

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

Parents feel welcome in our school.

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

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

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

SCHOOL IMPROVEMENT

The school (district) is committed to a shared purpose and direction.

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

SCHOOL CLIMATE AND CULTURE

Our school (district) does a good job in preventing students from dropping out by providing them with the support and encouragement they need.

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

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

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

I am satisfied with the way school staff members (administrators, teachers, counselors, support staff) treat students.

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

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

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

The school's facilities are adequate to support the instructional programs (e.g., classrooms, laboratory facilities, media and technology centers, physical education and athletic facilities).		
	Count	Percentage
Strongly Agree	0	0.0%
Agree	1	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

GENERAL OPINION

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

Administrators at Yazoo County High School did not offer any responses to the open-ended questions.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Yazoo County High School shows a **strong graduation profile** and **notable academic momentum** in several tested areas, especially mathematics, science, U.S. History, and Algebra I. The school's 4-year graduation rate reached 94.6% in 2025, exceeding the state rate of 90.8%, while the dropout rate fell to 4.5%, below the state rate of 7.0%. These outcomes suggest that the school is helping students persist to completion and is providing meaningful support toward graduation.

Enrollment, however, remains a concern. Total enrollment declined from 470 students in 2022 to 387 students in 2026, an 18% decrease. Ninth grade rebounded from 85 students in 2025 to 116 in 2026, which may help stabilize future enrollment, but upper-grade losses, especially the decline in tenth grade from 108 to 77 students, show continued pressure in the secondary pipeline.

Attendance presents a mixed picture. **Average daily attendance declined** from 380.1 students in 2023 to 340.4 in 2025, largely reflecting enrollment loss, while attendance as a percentage of enrollment remained relatively stable at 85.1% in 2025. **Chronic absenteeism is a major concern**, increasing from 46.2% in 2023 to 47.5% in 2025. This means nearly half of students are missing enough school to place academic progress and credit completion at risk.

Stakeholder feedback supports both the school's strengths and its challenges. Broad agreement that teachers are certified and effective aligns with strong graduation and course-completion outcomes. Likewise, strong agreement that students have access to resources supports the school's use of technology and academic programming. However, stakeholder concern about student behavior complicates the picture, as only about 46% agreed that behavior is rarely a problem while about 49% disagreed. This suggests that **academic improvement must be paired with stronger attendance, discipline, and engagement systems**.

STRENGTHS



1) **Graduation success.** The 2025 graduation rate of 94.6% is a major achievement, especially after the rate dipped to 88.4% in 2024. The dropout rate also improved sharply, falling from 11.6% in 2024 to 4.5% in 2025. These trends indicate that the school has strengthened its ability to keep students on track and move them successfully toward completion.



2) **Mathematics.** Math accountability rose from 29.2% in 2023 to 58.4% in 2025. Students without disabilities reached 64.3%, White students reached 67.6%, and Black or African American students improved to 54.8%. This level of growth suggests that the school has implemented math practices that are producing measurable results and should be studied for replication across other content areas.



3) **Science performance** also improved steadily, rising from 36.3% in 2023 to 51.0% in 2025. Biology remained a relative strength, and U.S. History proficiency improved to 56.9%. These results show that high school content-area instruction is producing stronger outcomes than many earlier-grade indicators across the district.

4) **Reading recovered significantly** in 2025 after a difficult 2024. Overall reading accountability increased from 20.2% in 2024 to 34.0% in 2025. Female students reached 37.5%, White students reached 44.4%, and students without disabilities reached 37.1%. Although reading remains below long-term goals, the rebound shows that improvement is possible.



5) **Strong stakeholder confidence in staff.** Faculty feedback praised school leadership, safety, accountability, and a student-centered focus. Teachers described administrators as caring, supportive, and communicative. This positive adult culture is an important foundation for sustaining academic gains.

CHALLENGES



1) **Chronic absenteeism.** The 2025 rate of 47.5% is too high to support consistent academic growth. Students with disabilities had a chronic absence rate of 51.8%, female students were at 50.2%, and White students were at 54.2%. These patterns suggest that attendance interventions must be targeted by subgroup and grade level, not applied only as general reminders.



2) **Enrollment decline.** The school lost 83 students over five years. While the ninth-grade rebound is promising, the decline in tenth grade raises concerns about retention, transition, and credit progression. Continued enrollment loss can affect staffing, course availability, extracurricular participation, and school culture.



3) **Subgroup gaps are persistent.** Students with disabilities performed below peers in reading, math, science, and history. In math, students with disabilities reached 29.4%, compared with 64.3% for students without disabilities. In reading, the gap was 17.6% compared with 37.1%. These differences require stronger special education supports, more consistent accommodations, and closer monitoring of intervention effectiveness.



4) **School climate and behavior.** Survey responses show broad concern that behavior is not consistently under control. Faculty comments also identified the need for stronger support of teacher discipline referrals, improved communication, and better access to professional development. These concerns matter because classroom disruption, inconsistent expectations, and weak communication can undermine academic progress.

ACTIONABLE NEXT STEPS

IMMEDIATE PRIORITIES: NEXT 3–6 MONTHS

1. **Begin with an intensive attendance recovery plan** focused on chronically absent students. Staff should identify students missing 10% or more of school days, assign each student a mentor, and make weekly family contact. The plan should prioritize students with disabilities, female students, White students, and students with repeated course failures because these groups show elevated
2. **Conduct a credit-status review** for every student in grades 9–12. Students who are off track should receive immediate scheduling support, tutoring, credit recovery options, and family conferences. This is especially important for tenth grade, where enrollment decline suggests potential transition and persistence concerns.
3. **Reading intervention should be strengthened immediately.** Every content area should incorporate vocabulary, comprehension, and written-response routines. English teachers should receive support in identifying priority standards, while

science, history, and career-related courses should reinforce literacy through content-based reading and writing.

SHORT-TERM PRIORITIES: 6–12 MONTHS

1. **Study the practices behind its math gains** and apply the strongest elements to reading and science. Common planning, frequent standards checks, targeted tutoring, and analysis of student work should become routine. The goal should be to make improvement less dependent on individual classrooms and more embedded in schoolwide systems.
2. **Strengthen supports for students with disabilities.** This should include review of IEP implementation, co-teaching models, intervention minutes, accommodations, and progress monitoring. Teachers should receive targeted professional learning on supporting students with disabilities in grade-level coursework, especially in reading and math.
3. **Build a stronger behavior and climate framework.** Expectations for student conduct, teacher referrals, administrator response, and restorative supports should be clear and consistently applied. Because stakeholders expressed concern about behavior, visible consistency will be essential for rebuilding confidence and protecting instructional time.

LONG-TERM PRIORITIES: 1–3 YEARS

1. **Create a secondary enrollment and retention strategy** that begins before students enter high school. Rising ninth graders should receive transition support, early course planning, activity recruitment, and family communication before the school year begins. The goal should be to convert the stronger ninth-grade cohort into sustained enrollment through graduation.
2. **Develop a literacy plan tied directly to graduation readiness.** This plan should include reading intervention, writing across the curriculum, ACT preparation, and support for students who struggle with complex texts. Reading growth should be monitored as closely as credit completion and graduation progress.
3. Continue expanding college, career, and advanced learning opportunities. Strong graduation outcomes provide a foundation, but students need clear pathways beyond graduation. Increased access to advanced coursework, career and technical options, counseling, and postsecondary planning can strengthen student motivation and family confidence.

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