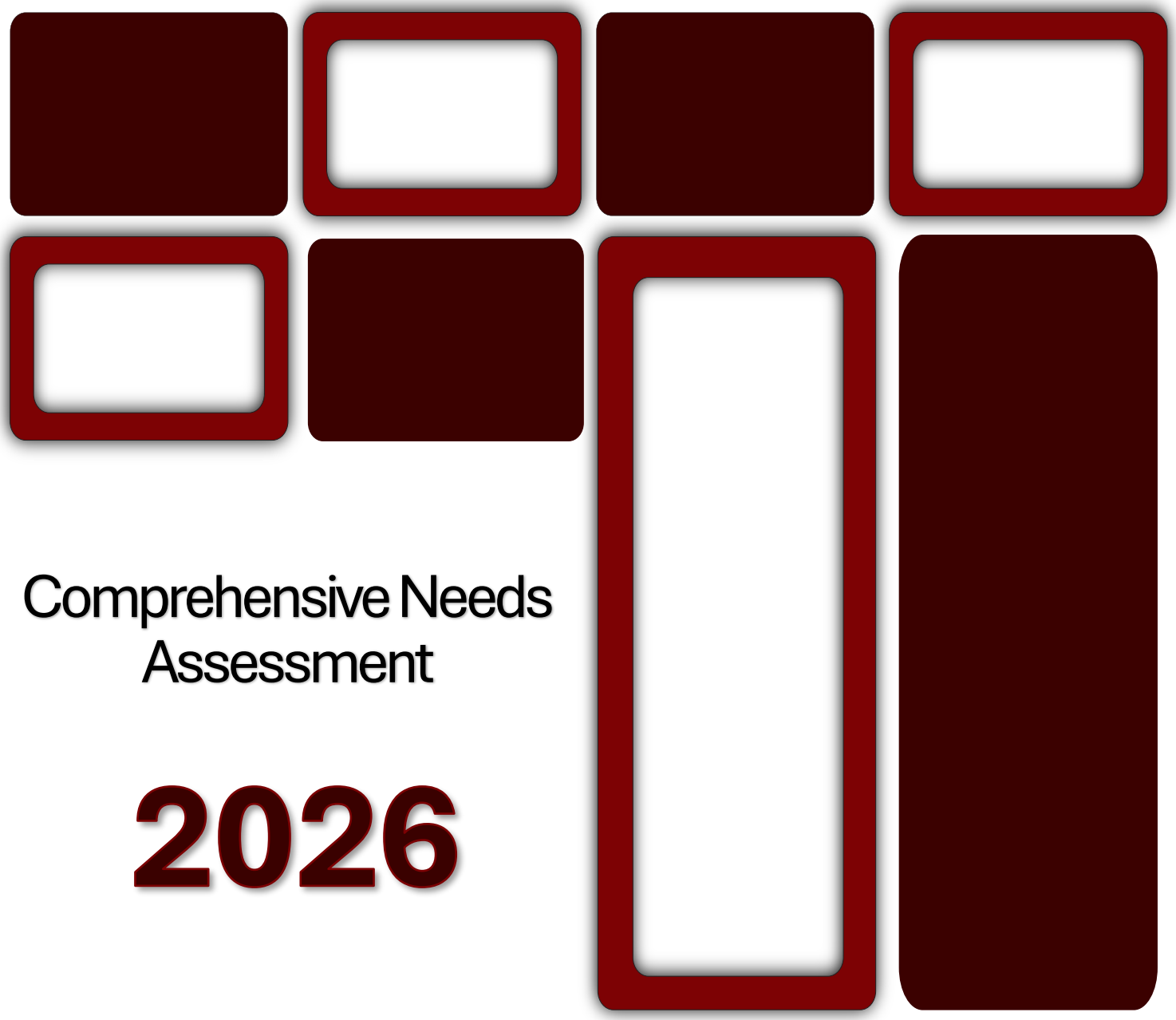
HAZLEHURST

SCHOOL DISTRICT



Comprehensive Needs Assessment

2026

HAZLEHURST SCHOOL DISTRICT

2026 COMPREHENSIVE NEEDS ASSESSMENT

Survey and data analysis conducted and compiled by

Education Resources, LLC
30178 Lost Corner Road
Nettleton, MS 38858
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HAZLEHURST SCHOOL DISTRICT

Cloyd Garth, Jr, Superintendent

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Superintendent of Education



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DISTRICT PROFILE

INTRODUCTION

The Hazlehurst City School District is located in Hazlehurst, the county seat of Copiah County, approximately 30 miles south of Jackson. The district's central office is located at 119 Robert McDaniel Drive in Hazlehurst, MS. Serving one thousand two hundred sixty-seven (1,267) students in grades pre-kindergarten through twelve (PK-12), the district operates three schools: Hazlehurst Elementary School (PK–5), Hazlehurst Middle School (6–8), and Hazlehurst High School (9–12).

Historically, the district has faced significant challenges but has also demonstrated efforts toward improvement. In 2008, the Mississippi Department of Education assumed control due to low academic performance and organizational instability. During the state intervention period, systems and accountability measures were strengthened, leading to gradual academic gains and the eventual return to local governance.

WHAT'S NEW?



Today, the Hazlehurst City School District focuses on providing a supportive learning environment with programs such as Advanced Placement coursework, gifted services, and extracurricular opportunities. The district has also benefited from community and national support through initiatives that have funded classroom projects and resources for teachers and students.

While recent statewide accountability ratings have shown room for growth, the district continues to prioritize student achievement, college readiness, and community engagement. Noteworthy efforts include increased access to instructional resources, targeted academic interventions, and expanded opportunities for student involvement in athletics and activities. Overall, Hazlehurst City School District remains a small but vital educational system committed to improving outcomes and serving the students and families of Copiah County.



VISION AND MISSION

VISION

The Hazlehurst City School District seeks to develop leaders who initiate change through self-determination, inclusiveness, and critical thinking.

MISSION

The mission of the Hazlehurst City School District is to provide a 21st-century learning environment that produces civically responsible students that are college and career ready.

VALUES



1. *Integrity*
2. *Excellence*
3. *Innovation*
4. *Community*

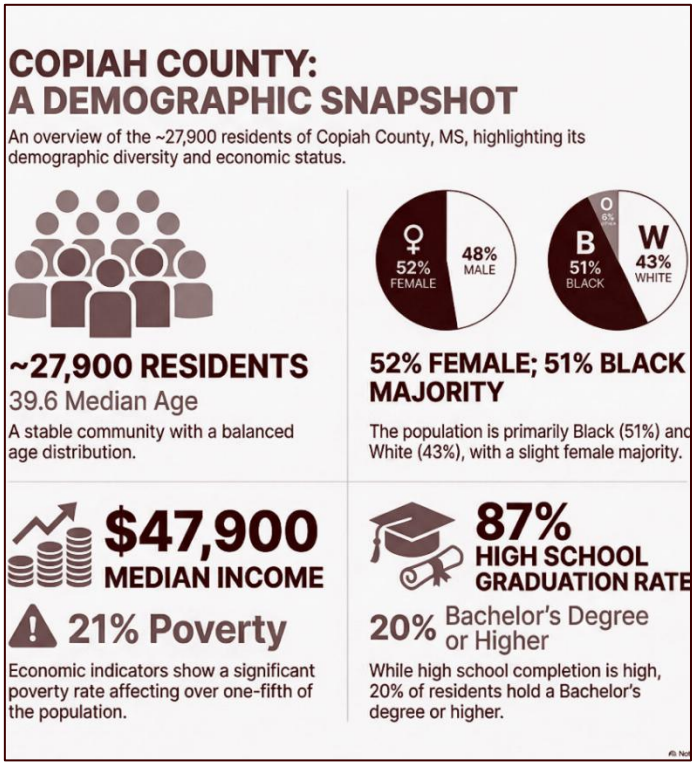
> "The purpose of education is not to make information known, but the make minds; it is not to impose thoughts, but to develop thinkings."

Frederick William Robertson

COMMUNITY CHARACTERISTICS

Located about 30 miles south of Jackson along Interstate 55, Hazlehurst, Mississippi is a small city in central Copiah County. As the county seat, Hazlehurst serves as a hub for government, education, and local commerce within the region. With a population of just over 3,500 residents, the city is part of the Jackson Metropolitan Statistical Area and reflects the character of many small Southern communities rooted in history and agriculture.

Following the Great Northern Railroad expansion in the mid-1800s, the town was named after railroad engineer George Hazlehurst. The arrival of the railroad spurred economic development and led to Hazlehurst becoming the county seat in the 1870s. Economically, Hazlehurst and the surrounding Copiah County area have long relied on agriculture, with the county often recognized for its strong farming tradition. In addition to agriculture, small businesses, local services, and light industry contribute to the local economy. Historically, industries such as cotton processing, manufacturing, and fertilizer production played a significant role in the city's development. The region includes several communities such as Crystal Springs, Georgetown, Wesson, and Beauregard, with Hazlehurst serving as the governmental center. Local attractions include historic homes, churches, and the Amtrak rail station, as well as nearby natural features like Bayou Pierre and the rural landscapes of Copiah County. Hazlehurst has experienced natural disasters in the past, most notably a devastating F4 tornado in 1969 that caused significant damage and loss of life.



The U. S. Census Bureau estimates the poverty rate for Copiah County to be 21.4%, with 30.8% of children birth to 17 years old living in poverty and 30.2% of children ages 5 to 17 living in poverty-related households.

DISTRICT CHARACTERISTICS

The Hazlehurst City School District, located in Hazlehurst, Mississippi, serves a small, community-centered population with a strong emphasis on meeting the needs of its students. The district reflects a high level of economic need, as a significant percentage of students qualify for free and reduced-price meals. The local economy is supported by employment sectors such as healthcare support, administrative services, and production-based occupations, with many residents commuting to nearby areas for work.

Demographic data indicates that a substantial portion of school-aged children live in poverty, which directly impacts the resources and supports needed within the school system. As a result, the district places a strong focus on providing academic interventions, student support services, and access to essential resources to promote student success. Additionally, the area is susceptible to severe weather, including tornado activity, which can occasionally disrupt school operations. Hazlehurst City School District continues to work toward improving outcomes while addressing the unique challenges faced by its students and community.

Within Hazlehurst City School District, as reported by the Small Area Income and Poverty Estimate from the U. S. Census Bureau, about 35.2% 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.

HAZLEHURST CITY SCHOOL DISTRICT ENROLLMENT BY GRADE LEVEL

	2022	2023	2024	2025	2026
ALL	1413	1368	1328	1320	1267
PK	38	39	38	39	37
K	92	101	96	105	100
GR_01	90	98	98	101	109
GR_02	115	89	94	96	98
GR_03	107	125	111	106	97
GR_04	103	83	97	98	88
GR_05	127	97	78	98	98
GR_06	70	123	95	80	86
GR_07	135	66	112	94	72
GR_08	104	131	63	118	91
GR_09	129	105	128	66	120
GR_10	104	116	113	121	72
GR_11	105	90	112	101	113
GR_12	71	84	75	97	86

(MDE, 2025m)

Figure 1: District Enrollment by Grade Level

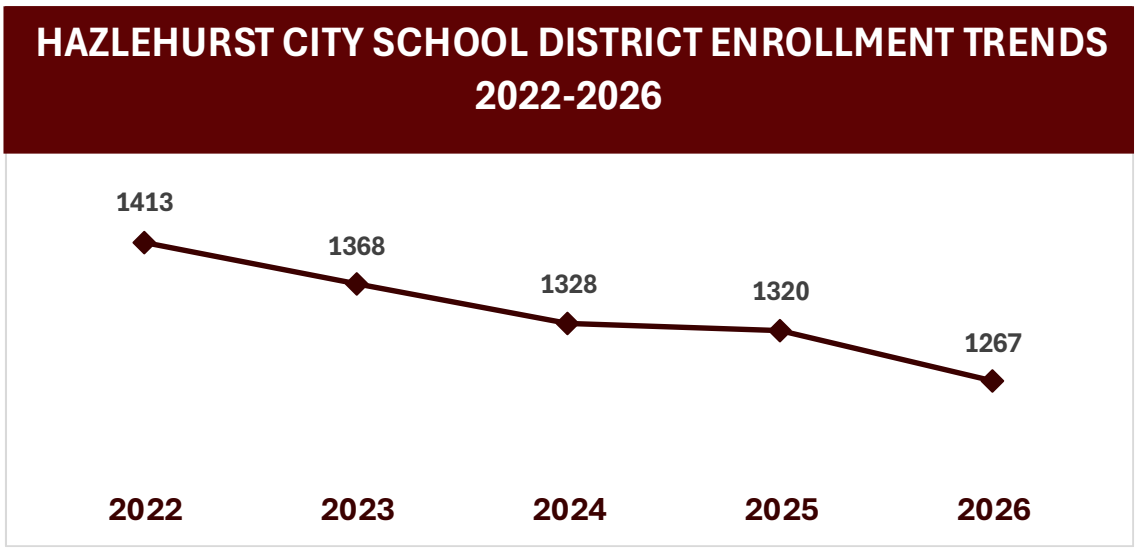


Figure 2: District Enrollment Trends 2022-2026

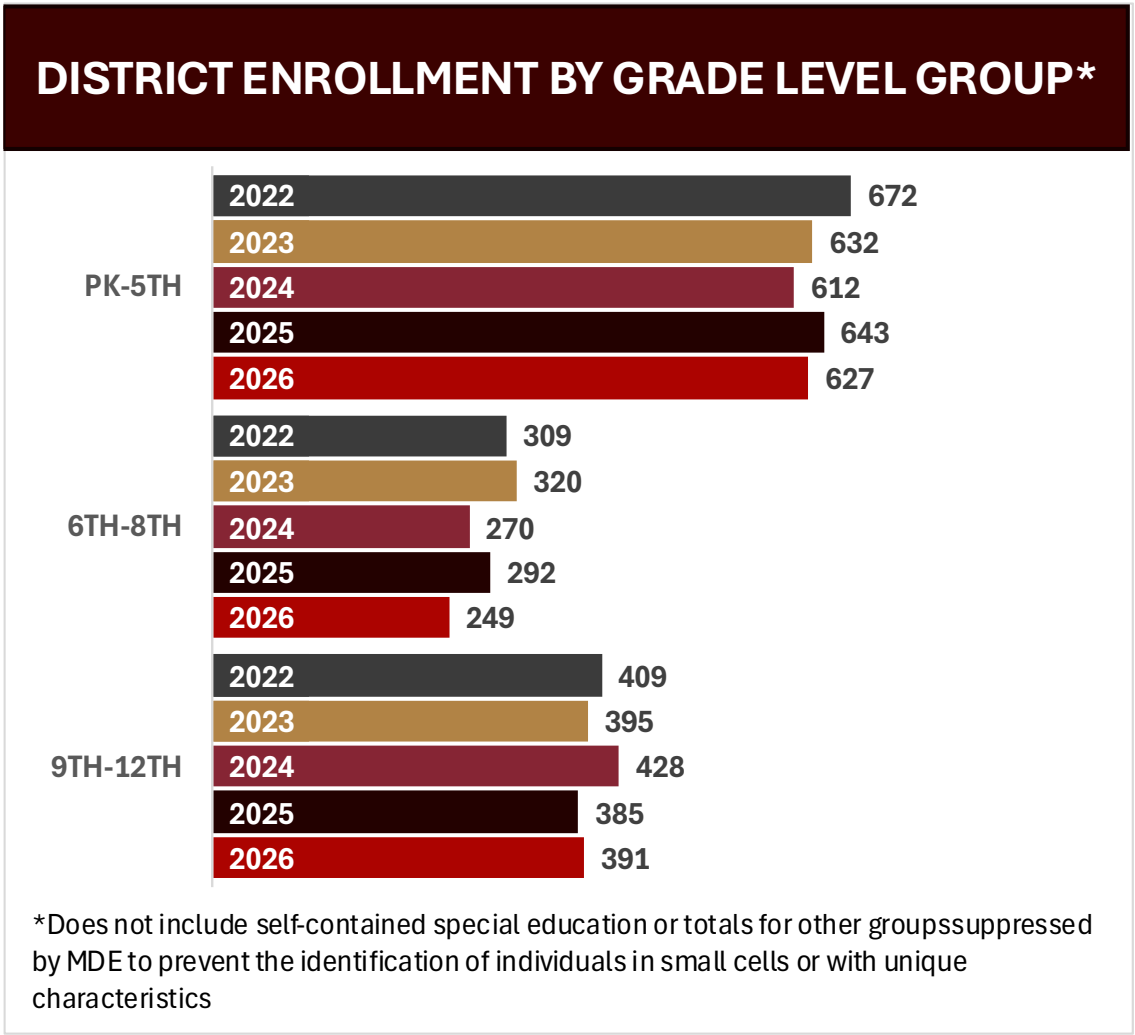


Figure 3: District Enrollment by Grade Level Groups

CHANGES IN ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE	% CHANGE
PK-5TH	672	627	-45	-6.7%
6TH-8TH	309	249	-60	-19.4%
9TH-12TH	409	391	-18	-4.4%
TOTAL	1413	1267	-146	-10.3%

*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.

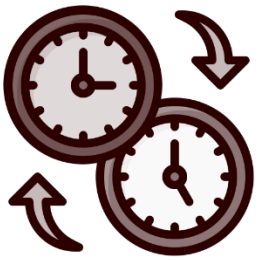


Figure 4: District Changes in Enrollment over Five Years

HAZLEHURST CITY SCHOOL DISTRICT ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024	2025	2026
ALL	ALL	1413	1368	1328	1320	1267
GENDER	FEMALE	699	690	670	663	627
	MALE	714	678	658	657	640
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*	*	*	*	*
	BLACK OR AFRICAN AMERICAN	1191	1116	1072	1005	965
	HISPANIC OR LATINO	166	191	198	233	233
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	28	31	26	55	48
	WHITE	26	26	26	22	17

(MDE, 2025m)

Figure 5: District Enrollment by Demographic Group

HAZLEHURST CITY SCHOOL DISTRICT CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS

	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	84.3%	76.2%	-8.1%
HISPANIC OR LATINO	11.7%	18.4%	6.6%
TWO OR MORE RACES	2.0%	3.8%	1.8%
WHITE	1.8%	1.3%	-0.5%

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

ENROLLMENT TAKEAWAYS

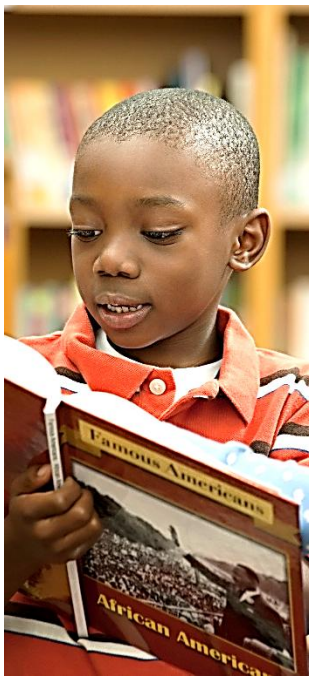
Hazlehurst City School District experienced a **gradual five-year decline in total enrollment** from 2022 to 2026, slipping from 1,413 (2022) to 1,267 (2026). Grade-level counts suggest the contraction is broad rather than isolated, with **Grade 3** falling from **107 to 97** and **Grade 4** from **103 to 88**, while **Grade 5** drops most sharply from **127 to 98**. By gender, enrollment remains near parity but trends downward for both groups: **female** students decrease from **699 to 627** and **male** students from **714 to 640**. Racial/ethnic composition indicates the largest numeric group, **Black or African American** students, declines from **1,191 to 965**, while **Hispanic or Latino** enrollment grows from **166 to 233**, signaling increasing diversity even as overall headcount shrinks.



ATTENDANCE

HAZLEHURST CITY SCHOOL DISTRICT AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	1193.8	1129.9	1174.2
PK			39.8
K	91.7	84.3	95.4
GR_01	88.0	88.9	91.5
GR_02	81.9	85.5	85.6
GR_03	112.8	99.8	97.0
GR_04	76.4	89.2	89.3
GR_05	91.6	71.4	87.2
GR_06	108.0	88.2	70.7
GR_07	62.4	100.4	86.1
GR_08	116.6	59.6	104.9
GR_09	92.4	106.4	61.5
GR_10	103.9	83.9	103.7
GR_11	76.0	91.8	79.9
GR_12	73.9	64.5	78.6
(MDE, 2023o, 2024q, 2025s)			

Figure 7: District Average Daily Attendance



HAZLEHURST CITY SCHOOL DISTRICT ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	87.3%	85.1%	89.0%
PK			102.2%
K	90.8%	87.8%	90.8%
GR_01	89.8%	90.7%	90.6%
GR_02	92.0%	90.9%	89.2%
GR_03	90.2%	89.9%	91.5%
GR_04	92.1%	91.9%	91.1%
GR_05	94.4%	91.5%	88.9%
GR_06	87.8%	92.9%	88.4%
GR_07	94.6%	89.7%	91.6%
GR_08	89.0%	94.6%	88.9%
GR_09	88.0%	83.2%	93.2%
GR_10	89.5%	74.2%	85.7%
GR_11	84.4%	82.0%	79.2%
GR_12	88.0%	85.9%	81.0%
(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

CONSISTENT ATTENDANCE

- 🏆 BOOSTS ACADEMIC ACHIEVEMENT
- 🤗 ENHANCES SOCIAL SKILLS
- 😇 DEVELOPS GOOD HABITS
- 🔝 LEADS TO FUTURE SUCCESS

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.

HAZLEHURST CITY SCHOOL DISTRICT CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	32.1	40.8	40.7
GENDER	FEMALE	30.0	40.0	41.7
	MALE	34.2	41.5	39.6
DISABILITY	STUDENTS WITH DISABILITIES	43.8	48.1	51.2
	STUDENTS WITHOUT DISABILITIES	30.7	39.8	39.1
EL	LIMITED ENGLISH PROFICIENCY	22.1	26.7	23.2
RACE	BLACK OR AFRICAN AMERICAN	33.5	41.6	41.5
	WHITE	37.5	70.0	70.8
	ALASKAN NATIVE OR NATIVE AMERICAN	≤5%	≤5%	≤5%
	ASIAN		≤5%	≤5%
	HISPANIC OR LATINO	22.1	32.6	30.5
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	37.5	48.2	53.5
				(MDE, 2026f)

Figure 9: District Chronic Absence by Demographic Group

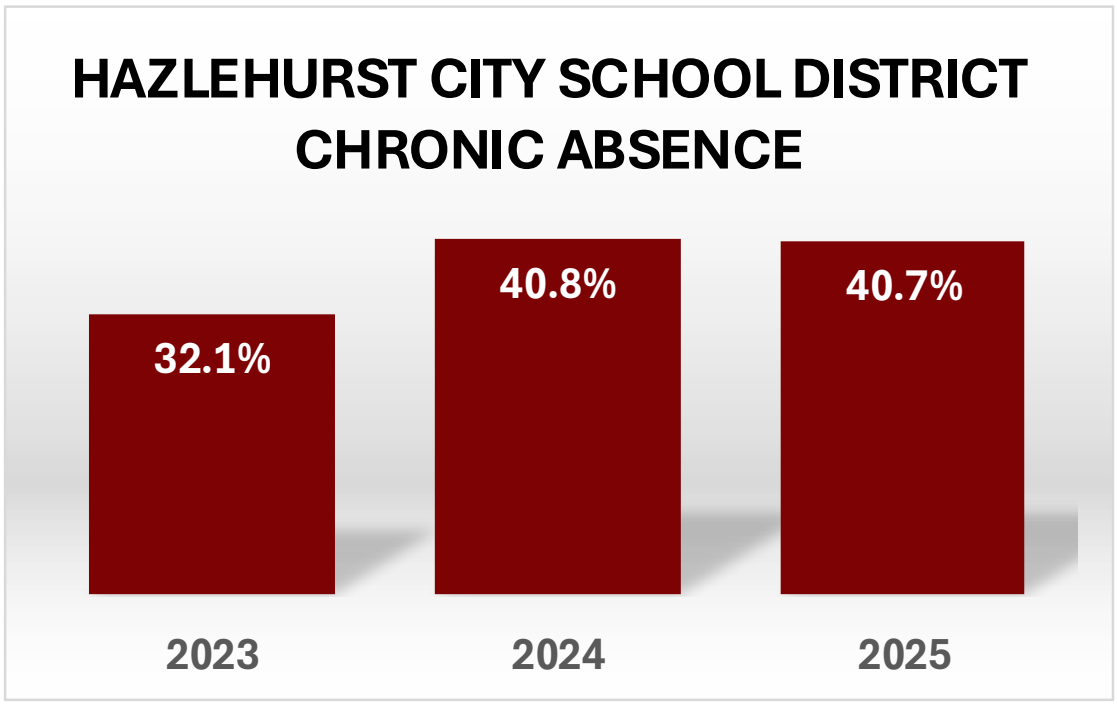


Figure 10: District Chronic Absence Percentage

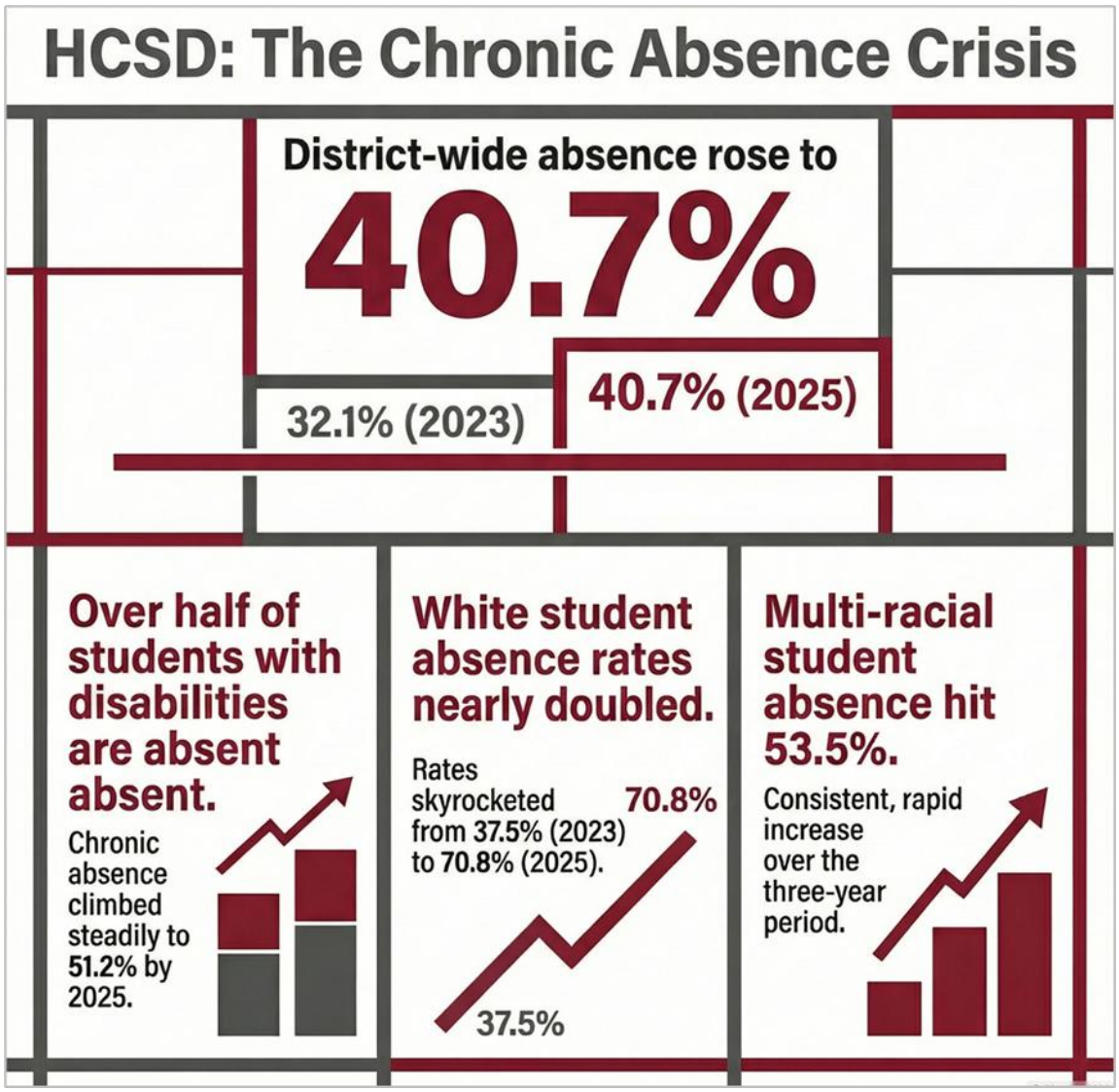


Figure 11: District Chronic Absence Analysis

ATTENDANCE TAKEAWAYS

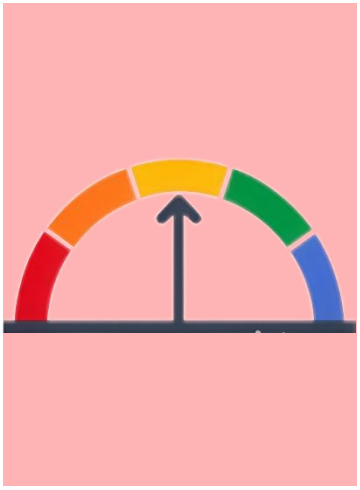
Average Daily Attendance (ADA) **declined** from about 1,194 students in 2023 to roughly 1,130 in 2024, followed by a modest rebound to approximately 1,174 in 2025, suggesting overall enrollment participation has not fully recovered. More concerning is the **steady rise in chronic absenteeism**. The chronic absence rate increased from just over 32% in 2023 to more than 40% in both 2024 and 2025, meaning roughly **two out of every five students missed at least 10% of the school year**. Rates are especially high among **students with disabilities**, exceeding 50% by 2025, indicating a disproportionate impact on vulnerable learners. Chronic absenteeism also increased across racial groups, with particularly sharp growth among White students and students identified as

two or more races. Overall, the attendance patterns signal a systemic issue that may be undermining instructional time and student outcomes districtwide.

Here are some suggestions for targeting **chronic absence** in specific subgroups: For **students with disabilities**, have **IEP/504 teams review attendance**, document health barriers, add specific support and service plans, and **respond quickly** when absences appear disability-related (e.g., anxiety, chronic illness). For **English learners** (including ELs with disabilities), **coordinate language and special education services**; address **transportation and translation needs**; and communicate with families in their home language about attendance and supports. For students in **foster care, homelessness, or justice/child welfare systems**, form **coordinated teams** with social workers/advocates, streamline records transfer, and provide transportation, clothing, and flexible options. Use **non-punitive outreach** and link families to community resources. Make school more engaging through **relevant cultural curriculum**, **pathways to careers and interests**, mentoring, SEL, and attendance squads.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS



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

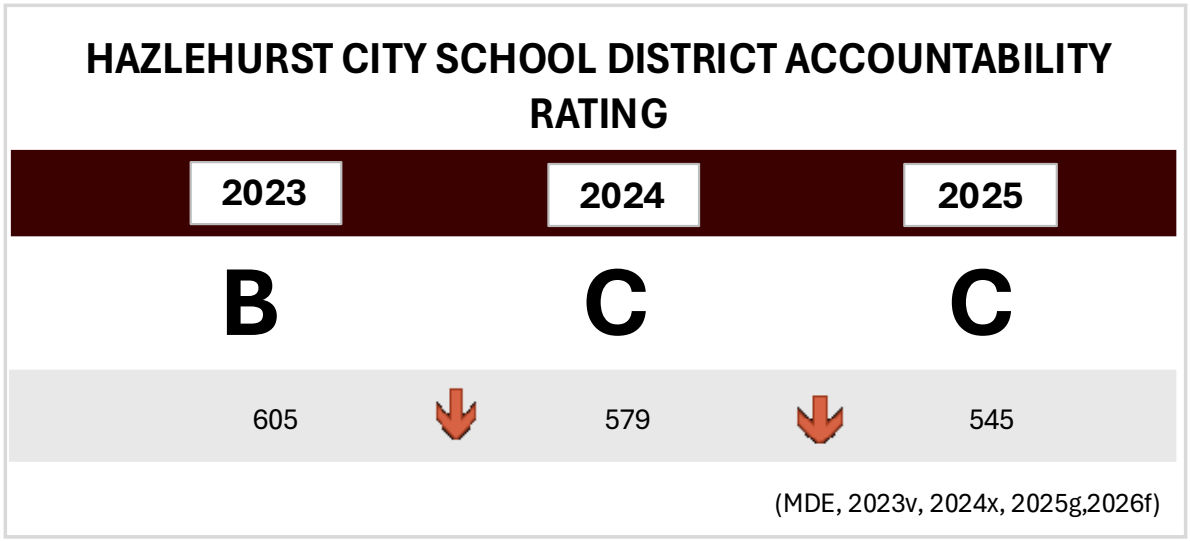


Figure 12: District Accountability Rating

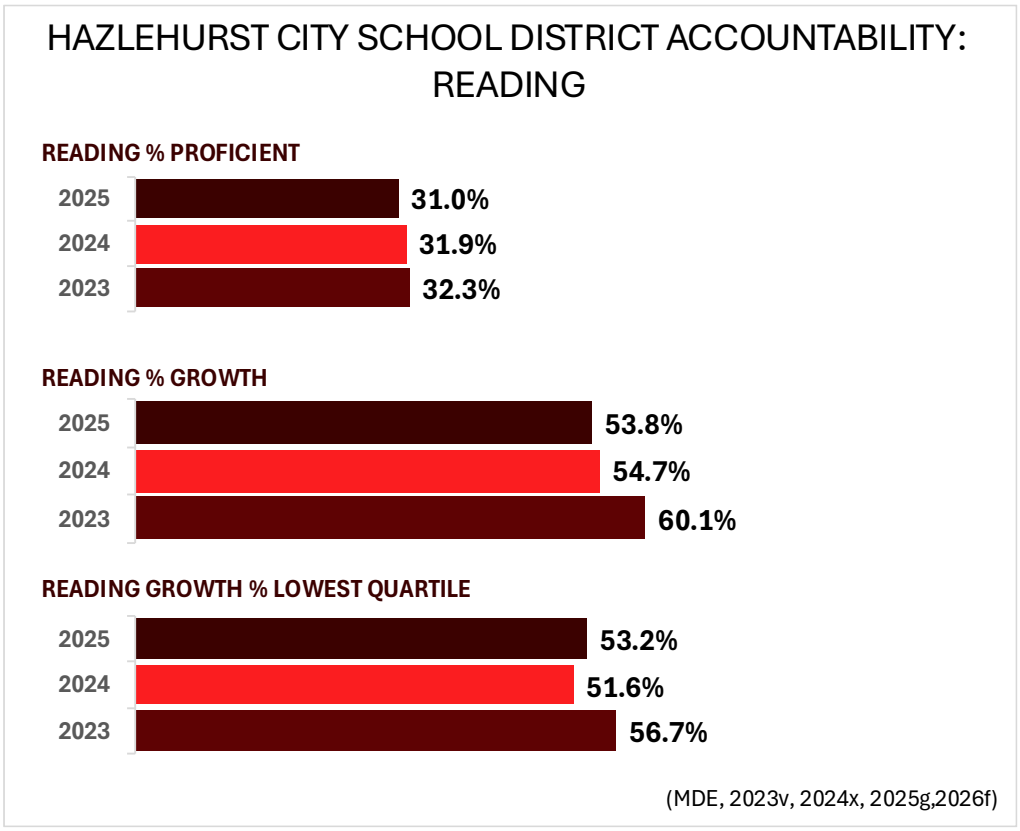


Figure 13: District Accountability: Reading

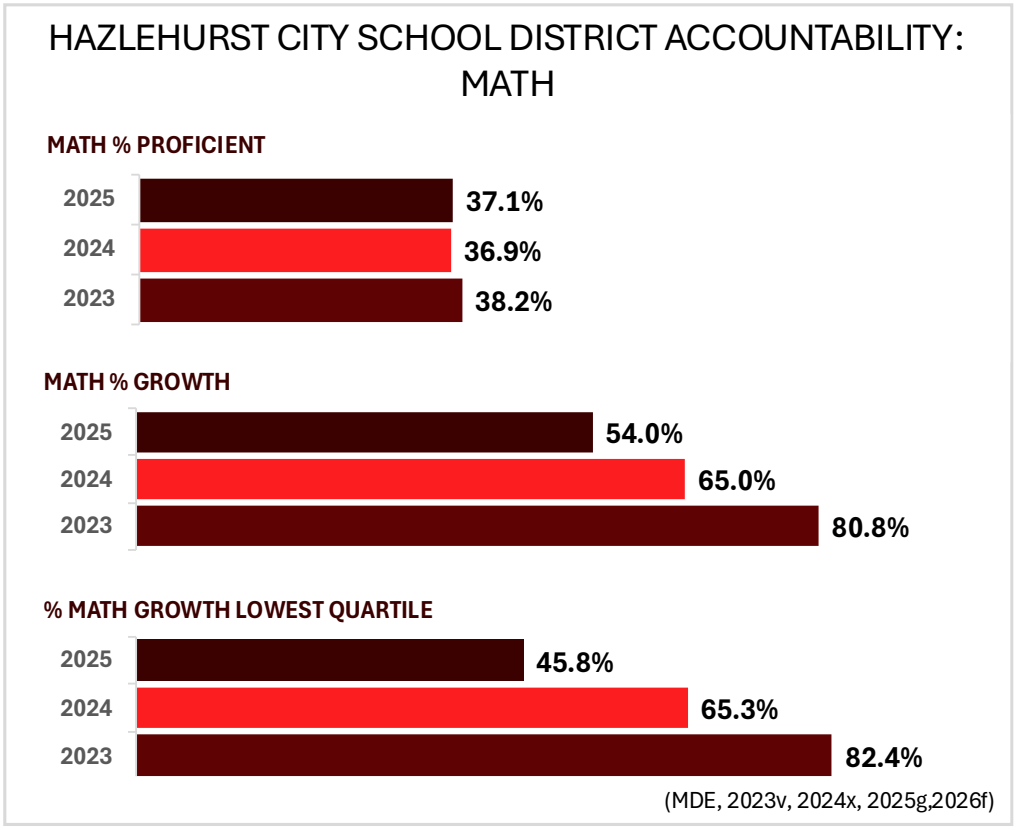


Figure 14: District Accountability: Math

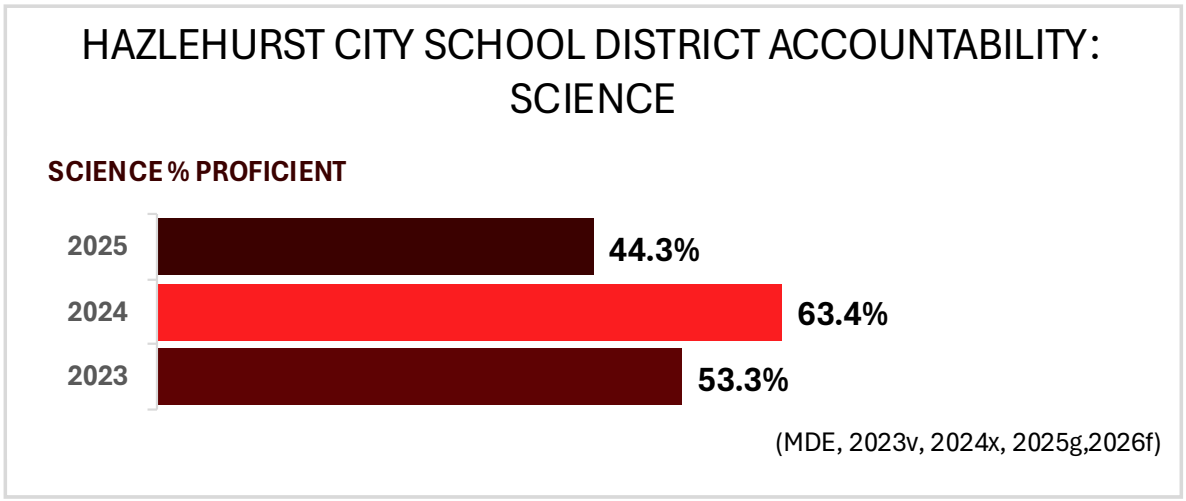


Figure 15: District Accountability: Science

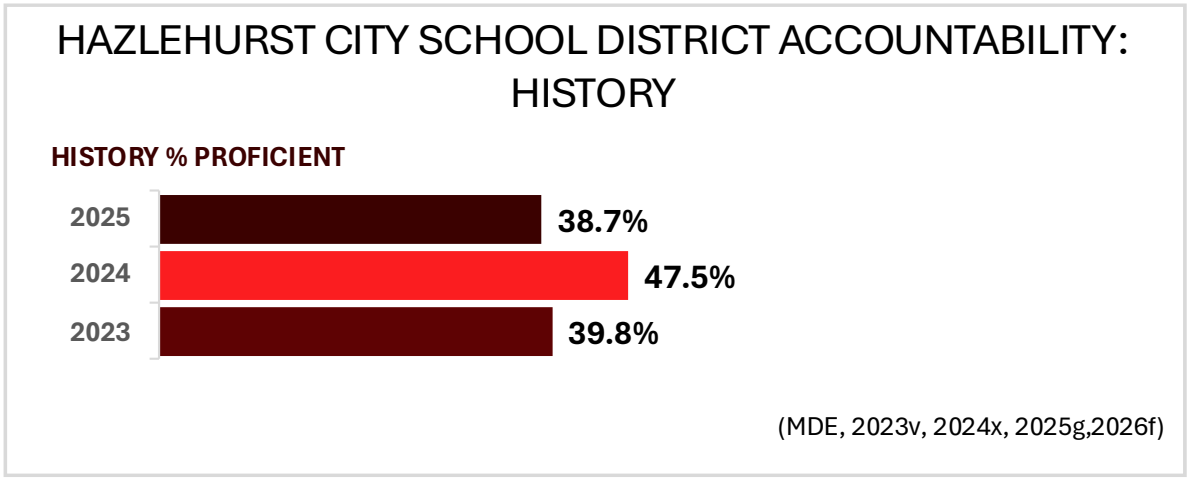


Figure 16: District Accountability: History

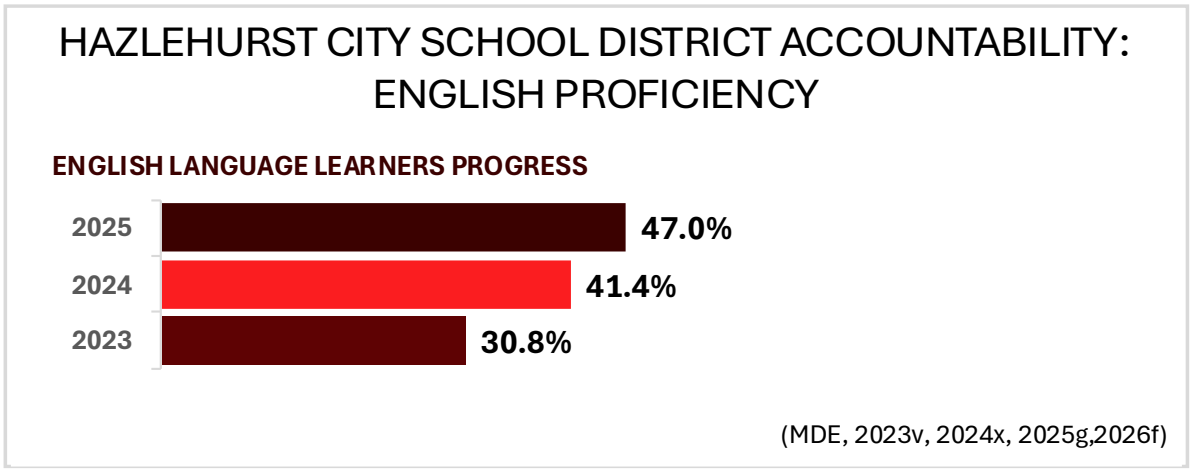


Figure 17: District Accountability: English Proficiency

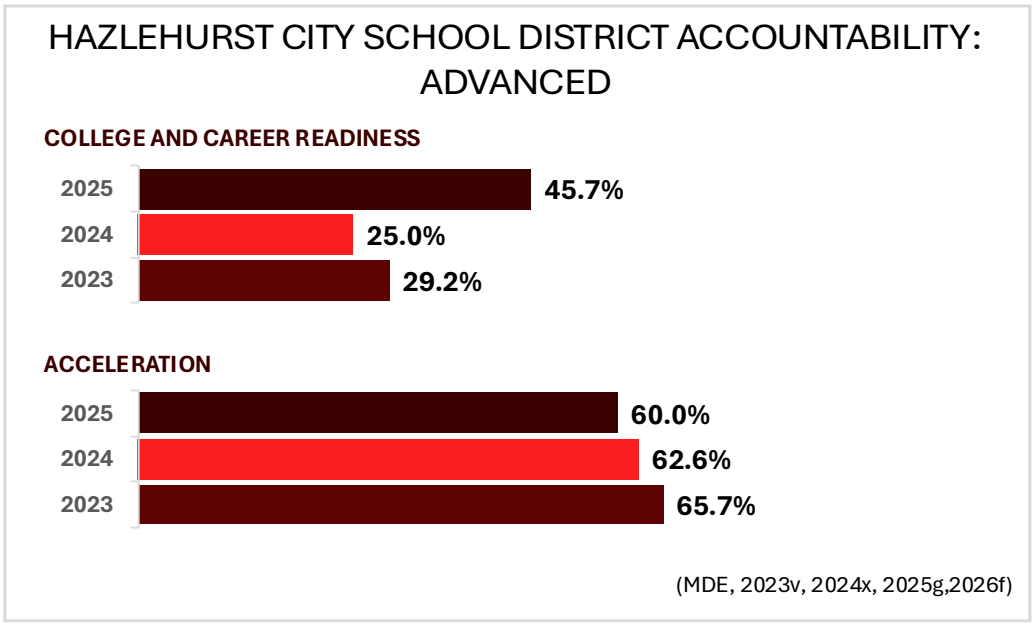


Figure 18: District Accountability: Advanced

GRADUATION RATE

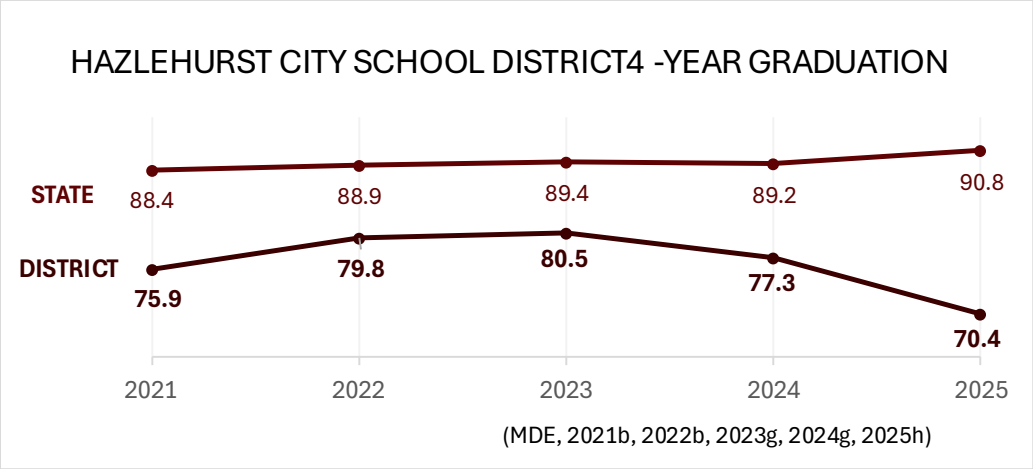


Figure 19: District 4-Year Graduation

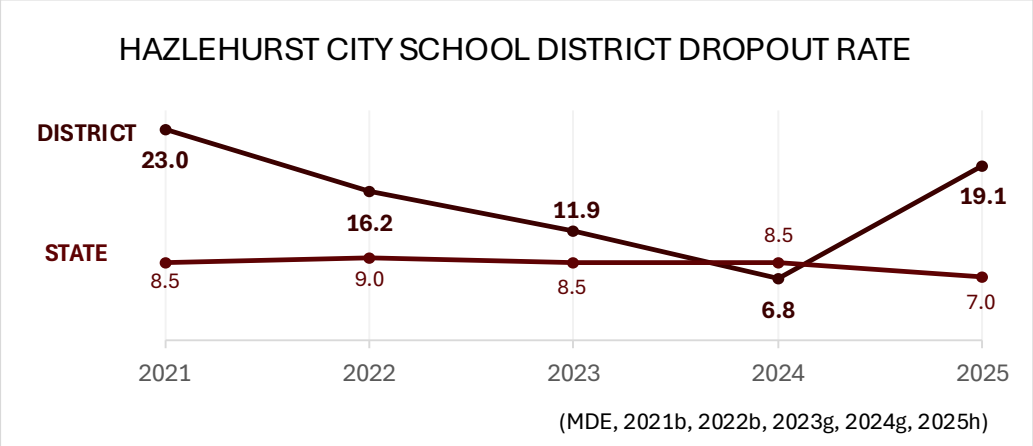
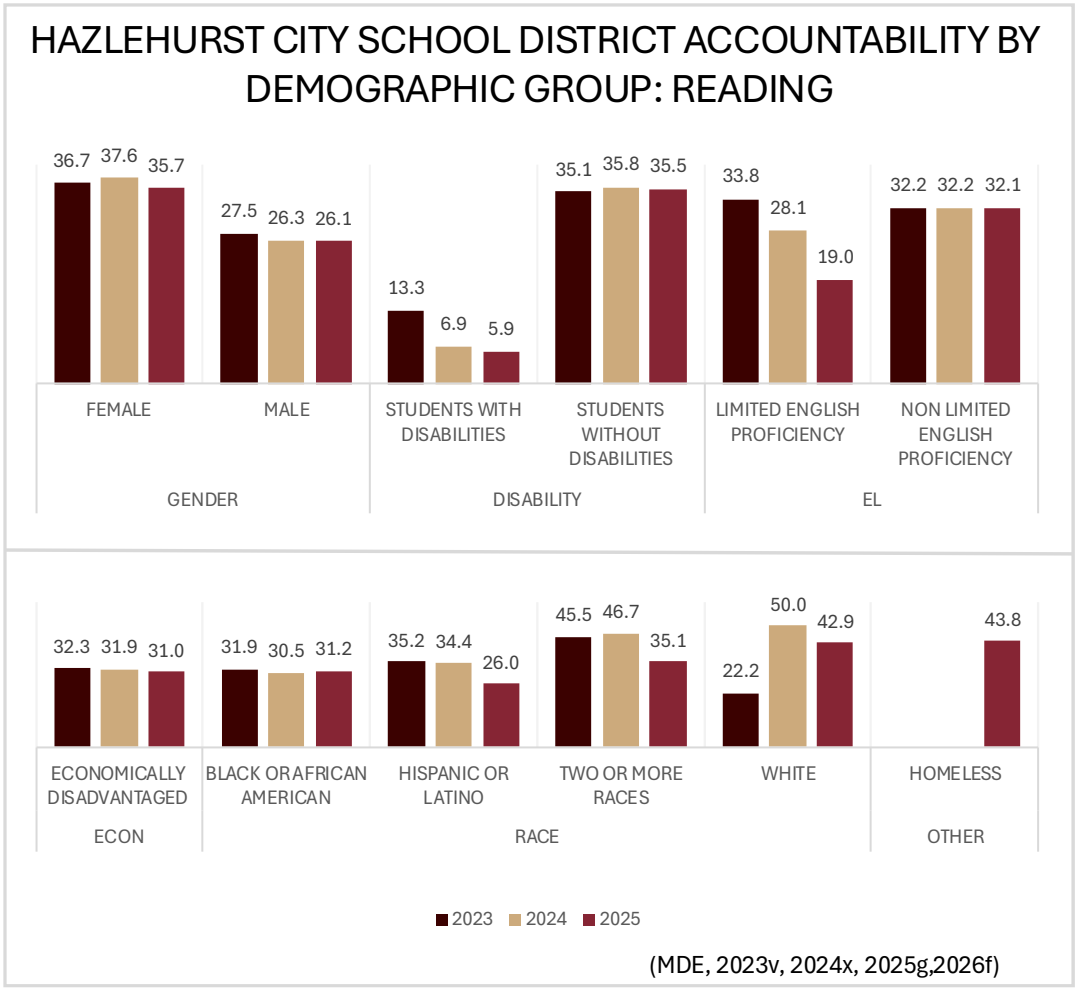


Figure 20: District Dropout Rate



ACCOUNTABILITY BY DEMOGRAPHIC GROUP



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

Figure 21: District Accountability by Demographic Group: Reading



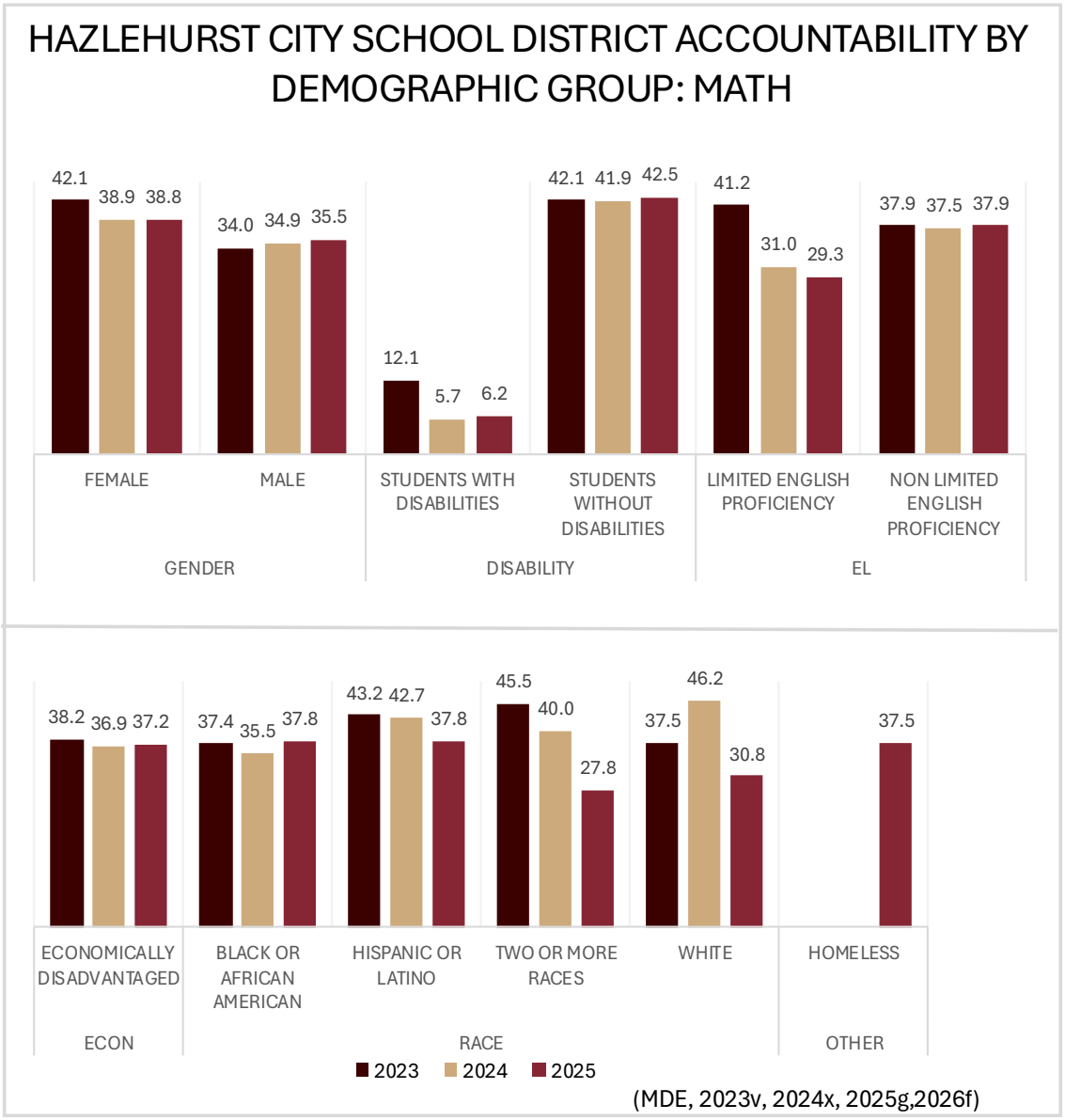


Figure 22: District Accountability by Demographic Group: Math



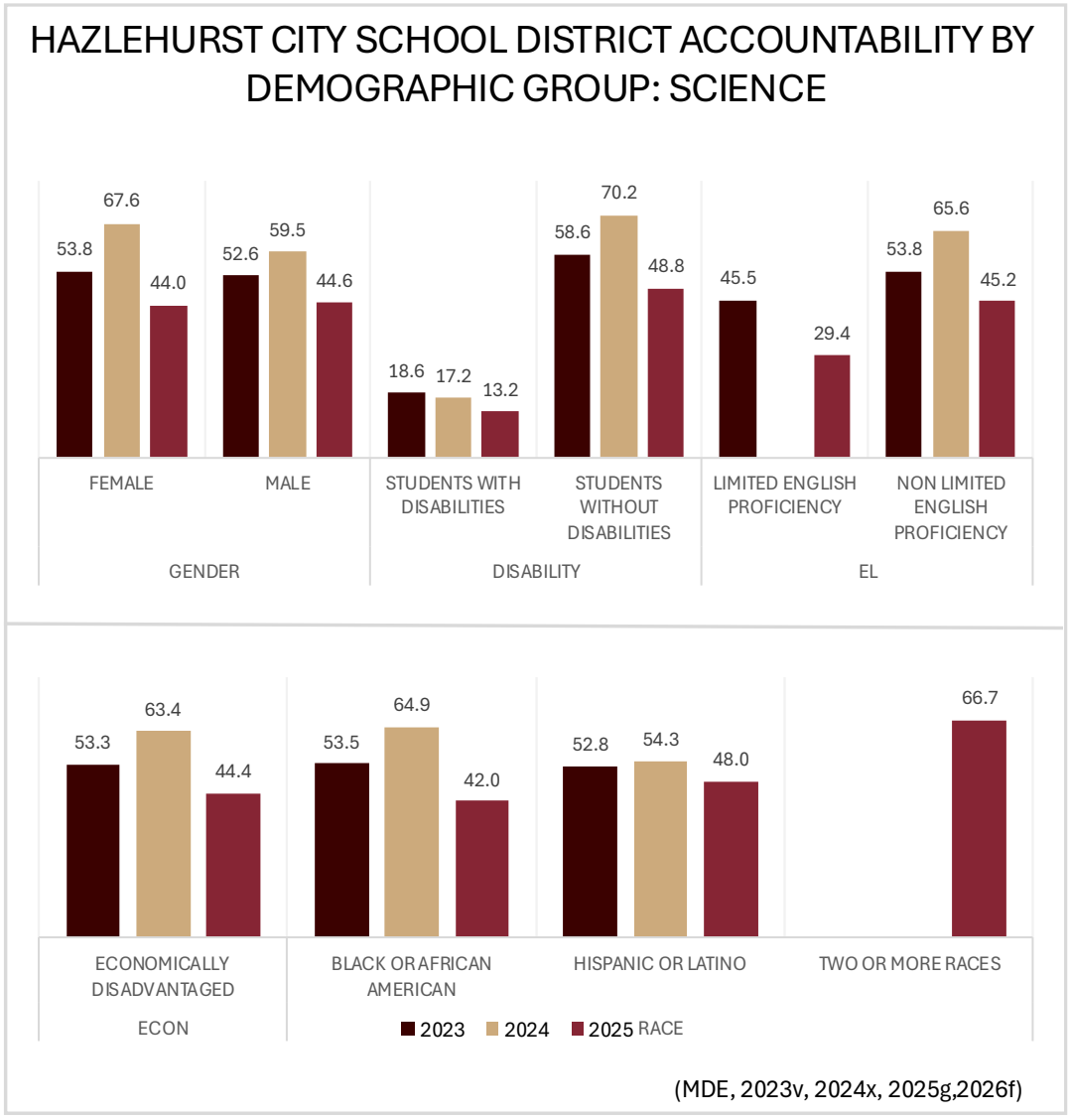


Figure 23: District Accountability by Demographic Group: Science



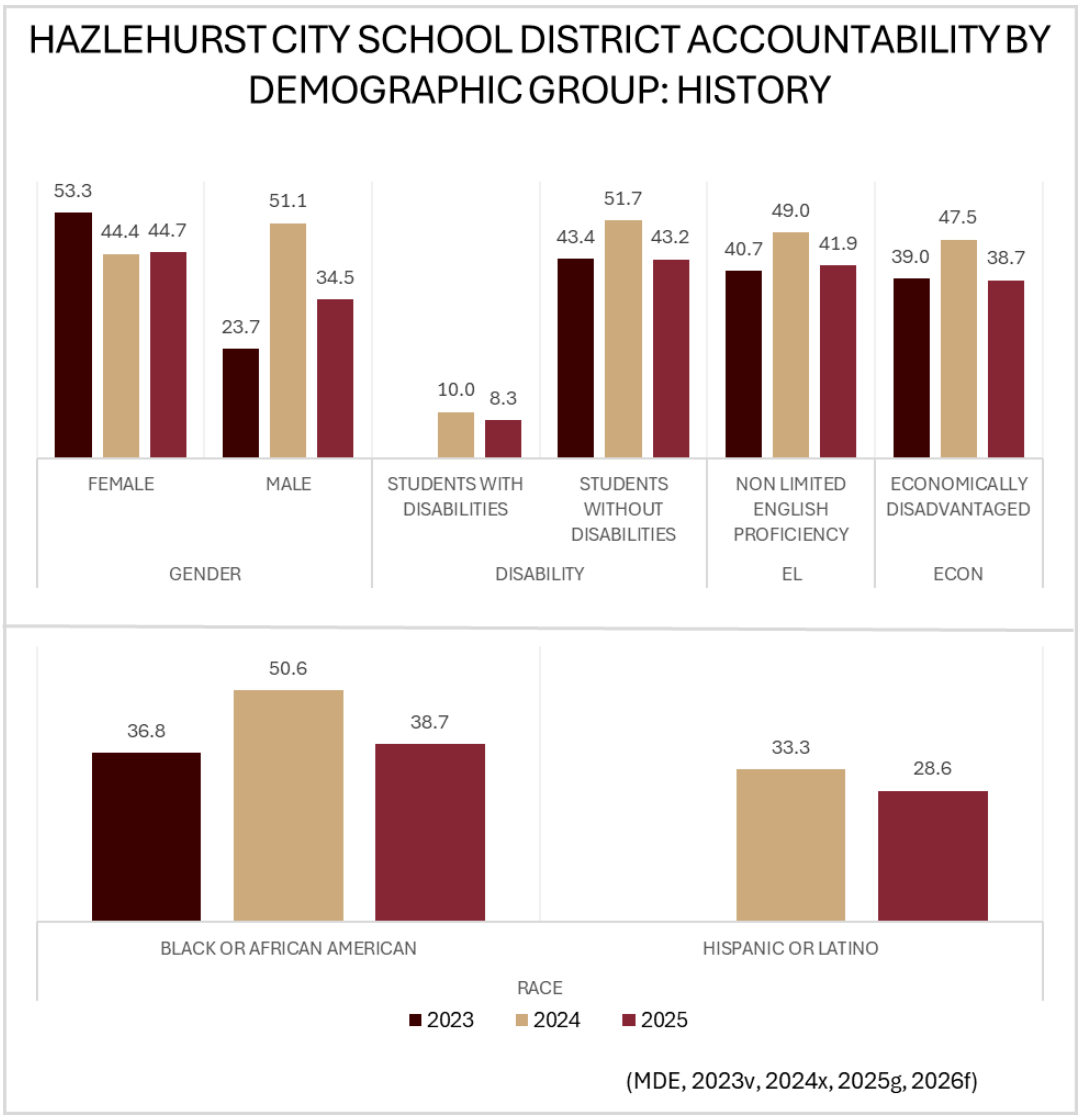


Figure 24: District Accountability by Demographic Group: History



GRADUATION RATE BY DEMOGRAPHIC GROUP

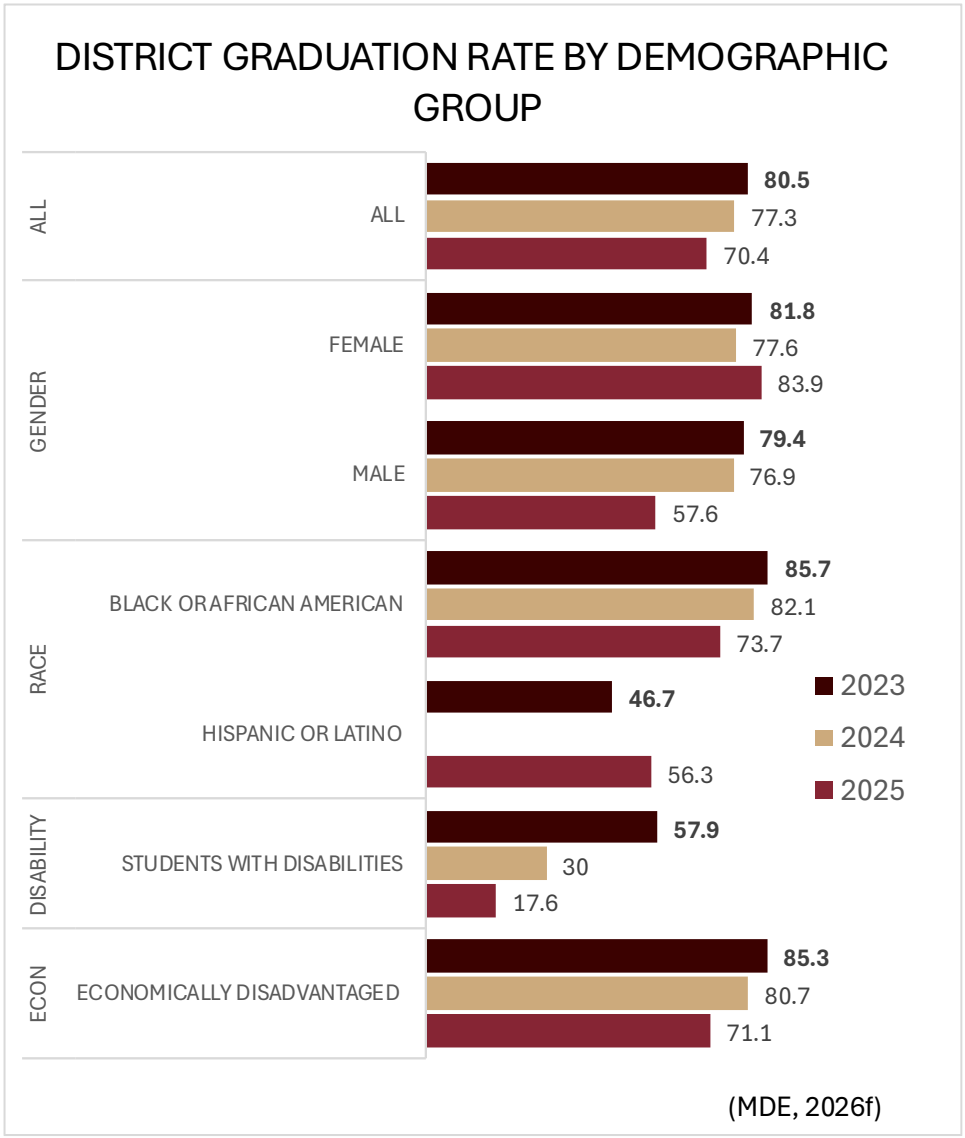


Figure 25: District Graduation Rate by Demographic Group



ACCOUNTABILITY TRENDS

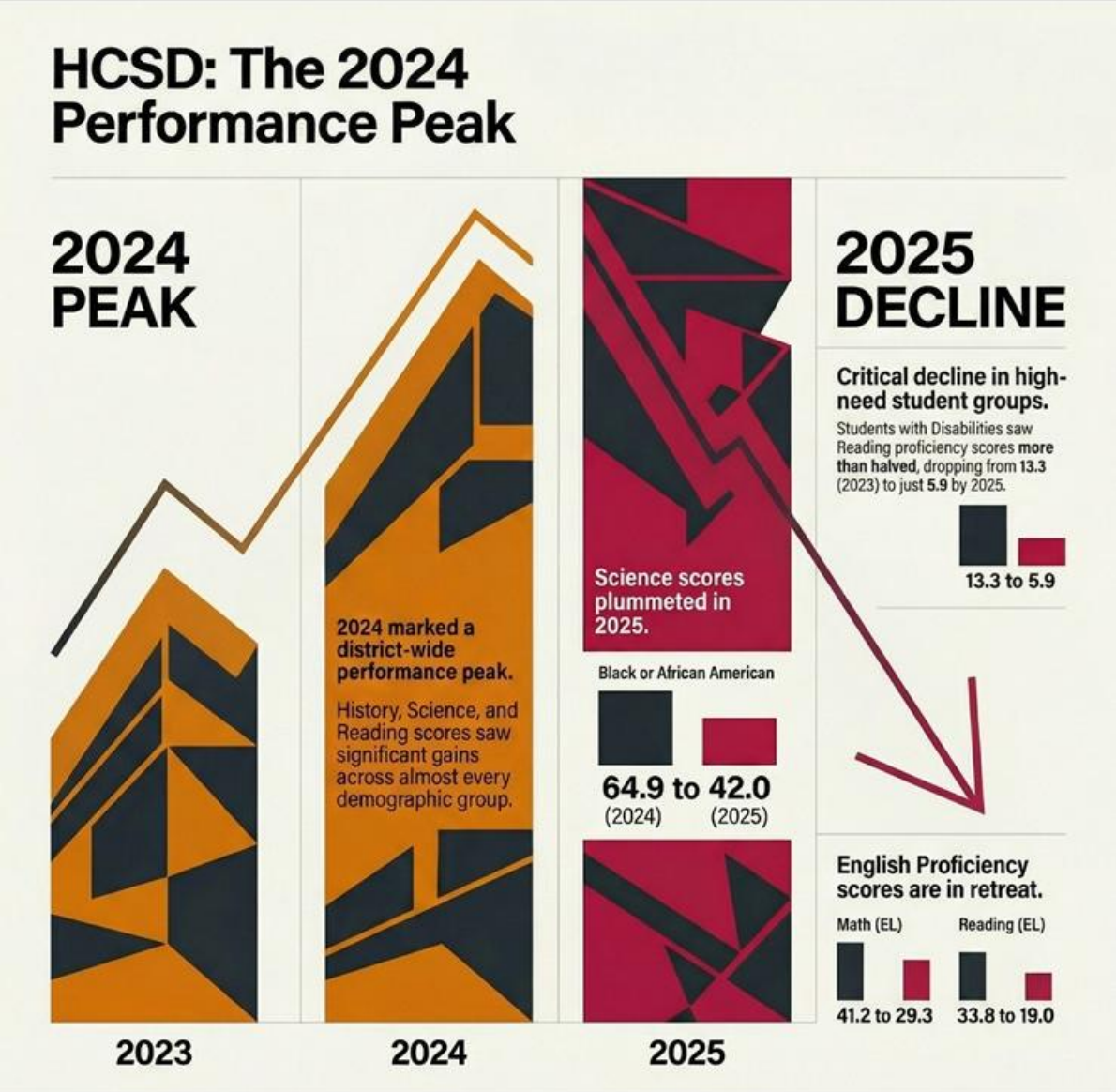


Figure 26: District Accountability Trends

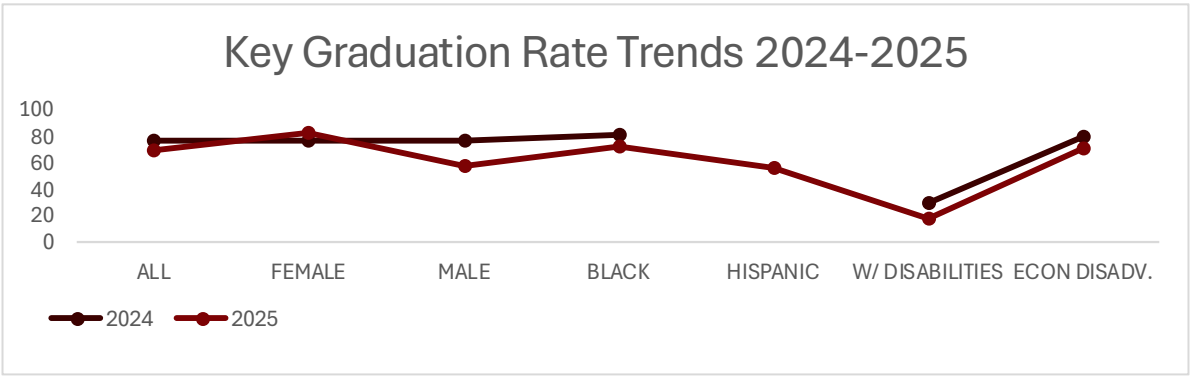


Figure 27: District Graduation Rate Trends 2024 to 2025

PROFICIENCY GAP-TO-GOAL

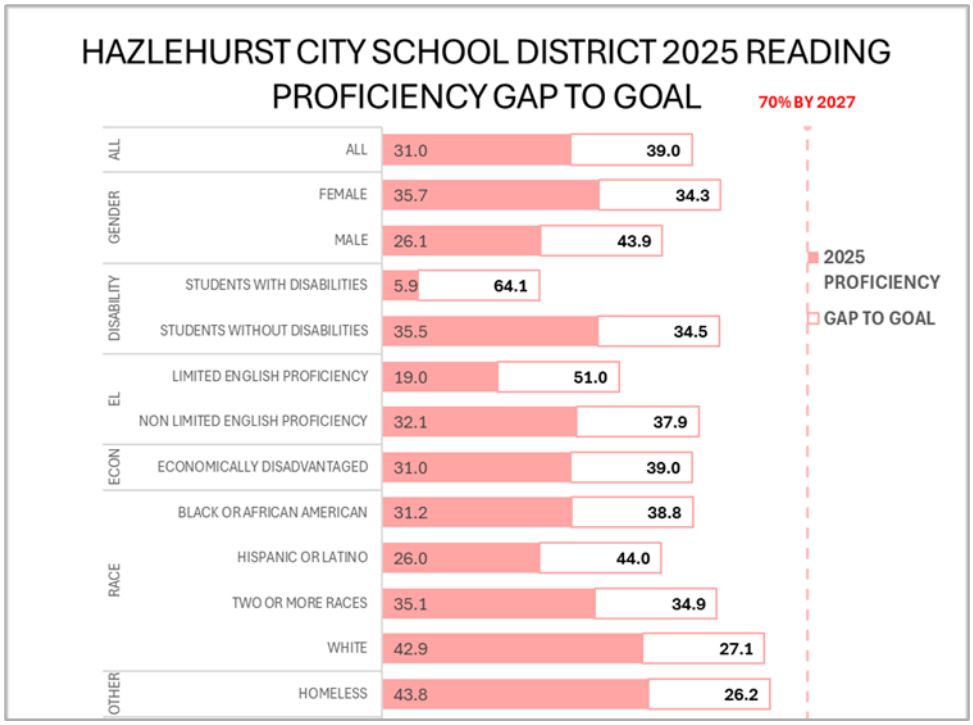


Figure 28: District 2025 Reading Proficiency Gap to Goal

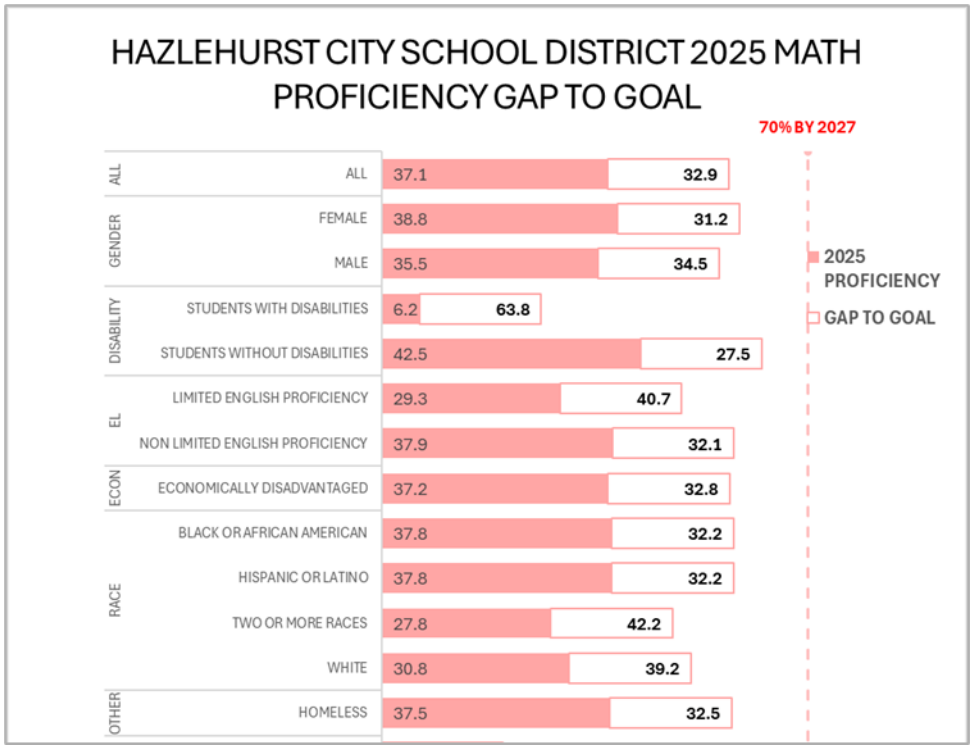


Figure 29: District 2025 Math Proficiency Gap to Goal

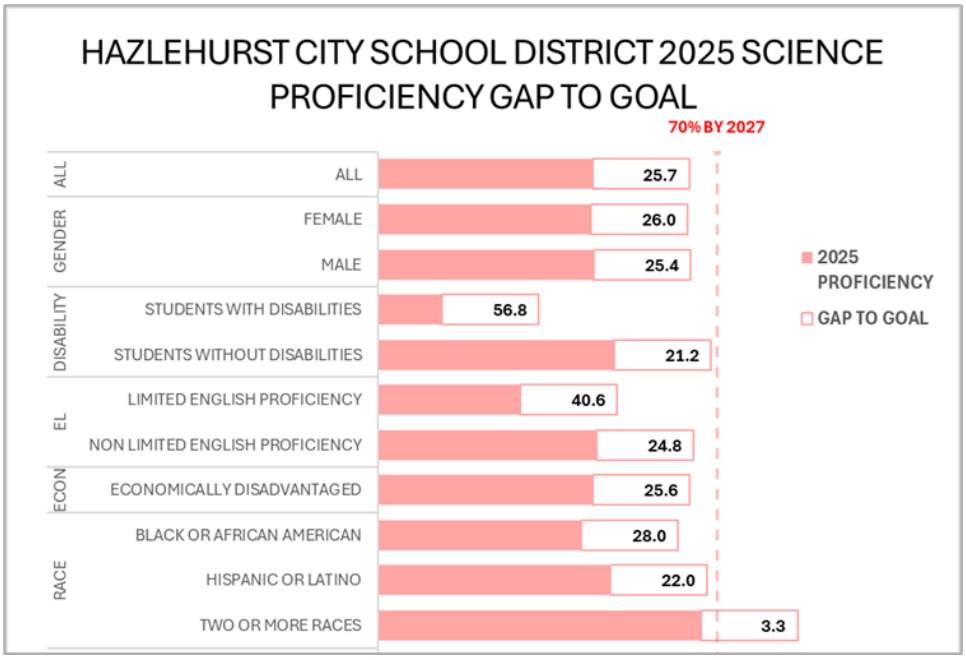


Figure 30: District 2025 Science Proficiency Gap to Goal

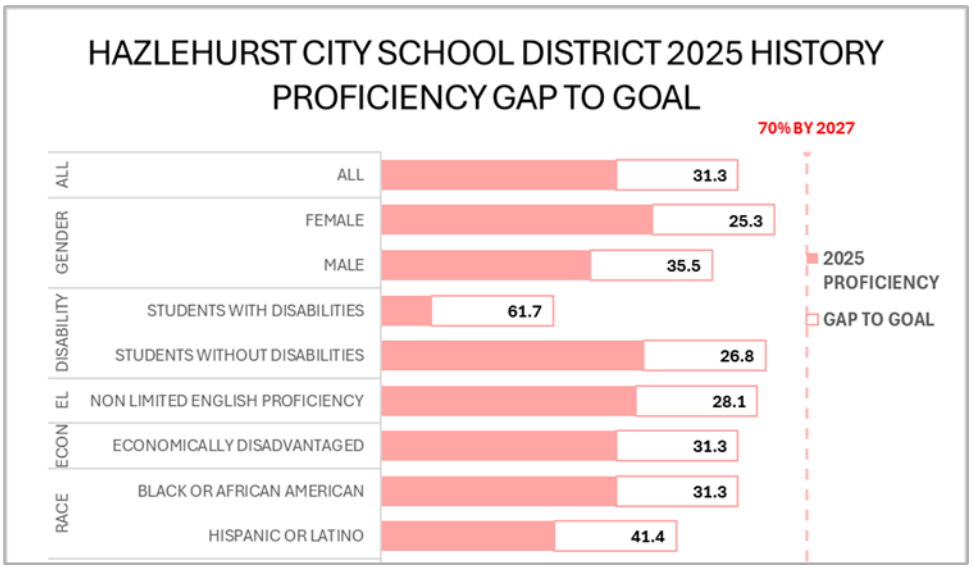


Figure 31: District 2025 History Proficiency Gap to Goal

ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		74.8	41.3%	107.3	62.0%	104.1	55.7%
GENDER	FEMALE	44.4	52.9%	60.7	70.6%	73.7	69.5%
	MALE	30.4	31.3%	46.6	53.6%	30.4	37.5%
RACE	BLACK OR AFRICAN AMERICAN	67.9	40.4%	98.0	61.6%	92.2	57.3%
	HISPANIC OR LATINO	10.0	49.0%			<10	49.5%
	WHITE					<10	<5%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	17.4%			<10	8.7%
	STUDENTS WITHOUT DISABILITIES	70.8	44.8%	103.5	17.3%	102.1	62.3%
EL	NON LIMITED ENGLISH PROFICIENCY	74.8	41.6%	107.3	68.5%	104.1	58.2%

Figure 32: District Advanced Course Enrollment

DISTRICT ADVANCED COURSE OPPORTUNITIES

- Advanced Placement: AP courses are offered at both high schools depending on scheduling and demand.
- Dual Credit: Through a partnership with Itawamba Community College, students can enroll in dual credit courses to receive both high school and college credit. These programs are designed for juniors or seniors with a minimum 3.0 GPA.
- Academic Focus: Available programs include advanced mathematics, science, English, and career-technical courses.
- Dual Credit Scholarships: Eligible 11th and 12th-grade students can apply for up to 6 free credit hours in academic or Career and Technical Education (CTE) courses.

SCHOOL IMPROVEMENT DESIGNATIONS

After exiting in 2024, **Hazlehurst Middle School** was identified again in 2026 as a **Targeted School Improvement (TSI)** school due to the performance of **students with disabilities** in reading. In 2026, the district received $36,272 in Title I School Improvement allocations to increase subgroup performance.

In 2024, **Hazlehurst Elementary School** reidentified as an **Additional Targeted School Improvement (ATSI)** school due to performance of **students with disabilities**, receiving $54, 177 in Title I School Improvement allocations to increase subgroup performance. The school exited ATSI in 2025, but was identified in 2026 as a **Targeted School Improvement (TSI)** school due to the performance of **students with disabilities** in math. 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

From 2023 to 2025, Hazlehurst City School District's accountability results reflect **overall stagnation with areas of decline**, as total accountability points decreased from **605 in 2023 to 545 in 2025**, corresponding with accountability grades in the **B–C range** over the three-year period. Reading and math proficiency remained relatively flat, with reading proficiency declining slightly by 2025 and math showing minimal net change across years. More pronounced declines are evident in **science and history**

proficiency, both of which experienced notable drops from 2024 to 2025, contributing to the overall loss in accountability points.

Growth indicators present a mixed picture. While some progress was observed in English Learner progress and acceleration metrics in earlier years, **growth among the lowest-performing quartile declined**, particularly in math, signaling challenges in advancing struggling students. Graduation rates remained comparatively stable but showed a **small decrease between 2024 and 2025**, further impacting the accountability score.

Disaggregated results highlight persistent **achievement gaps**. Female students generally outperformed male students across subjects, and students without disabilities significantly outperformed students with disabilities in proficiency and growth measures. Economically disadvantaged students and English learners also lagged behind district averages, underscoring ongoing equity concerns. Overall, the accountability data suggest a need for targeted instructional improvement, especially in science, history, and intervention supports for high-need student groups.

Hazlehurst City School District's four-year graduation rate remained **generally stable but showed a modest downward trend** over the most recent reporting years. The district graduated **79.8% of students in 2023**, improved slightly to **80.5% in 2024**, and then declined to **77.3% in 2025**. While the district maintained graduation rates near 80%, the decrease from 2024 to 2025 represents a **notable loss of momentum** and contributed negatively to overall accountability outcomes.

Disaggregated graduation-rate data indicate **persistent equity gaps**. Students without disabilities consistently graduated at higher rates than students with disabilities, and economically disadvantaged students trailed their non-disadvantaged peers. Racial subgroup results show variation, with Black or African American students' graduation rates closely tracking the district average, while smaller subgroup sizes limit trend stability for other racial groups.

Importantly, the district's graduation rates remain **below the state average**, signaling continued need for targeted secondary-level interventions. The 2025 decline suggests challenges with cohort persistence, credit attainment, or on-time completion. Strengthening early warning systems, expanding credit recovery options, and aligning academic supports in grades 9–12 will be critical to stabilizing and improving graduation outcomes moving forward.

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

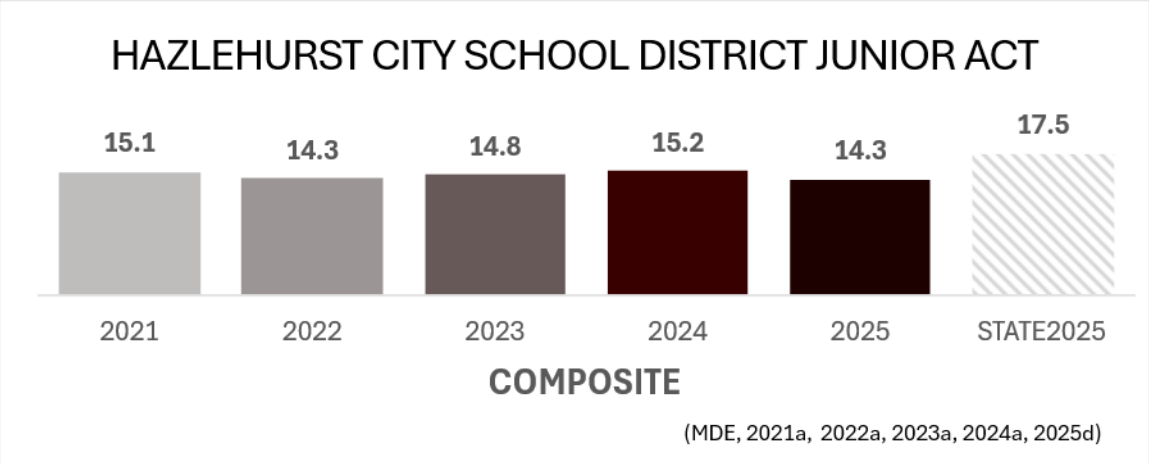


Figure 33: District Junior ACT: Composite

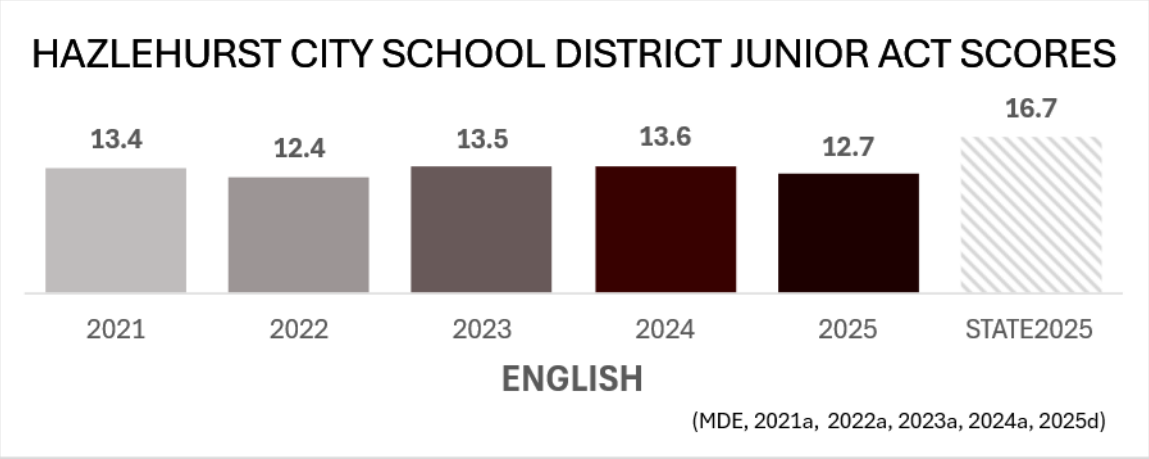


Figure 34: District Junior ACT: English

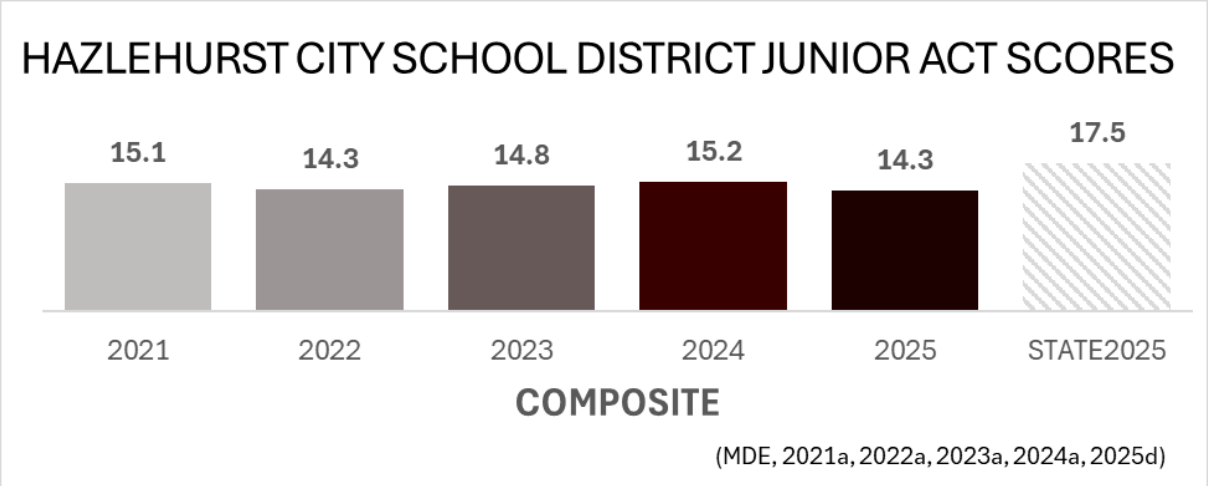


Figure 35: District Junior ACT: Math

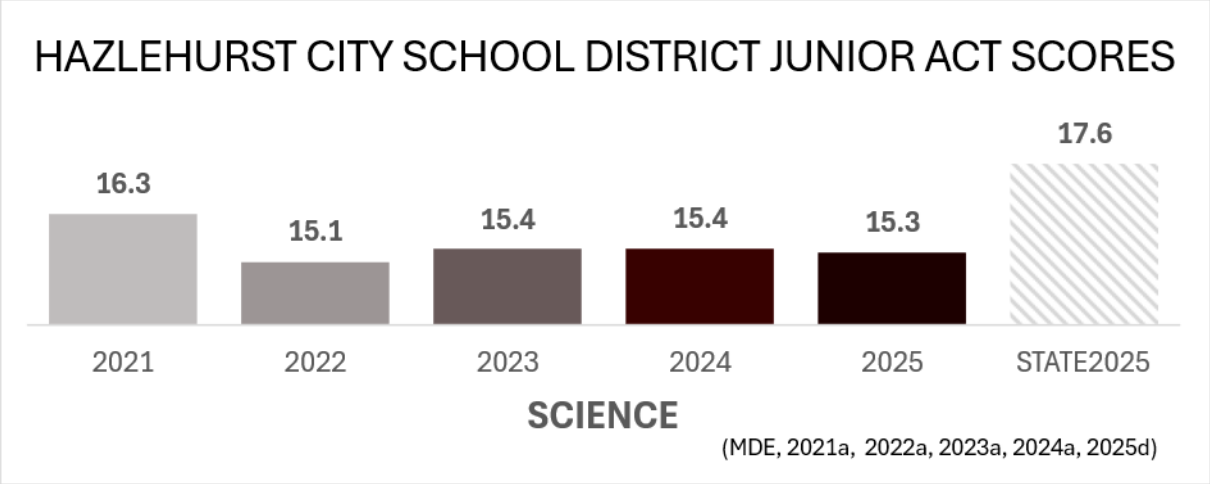


Figure 36: District Junior ACT: Science

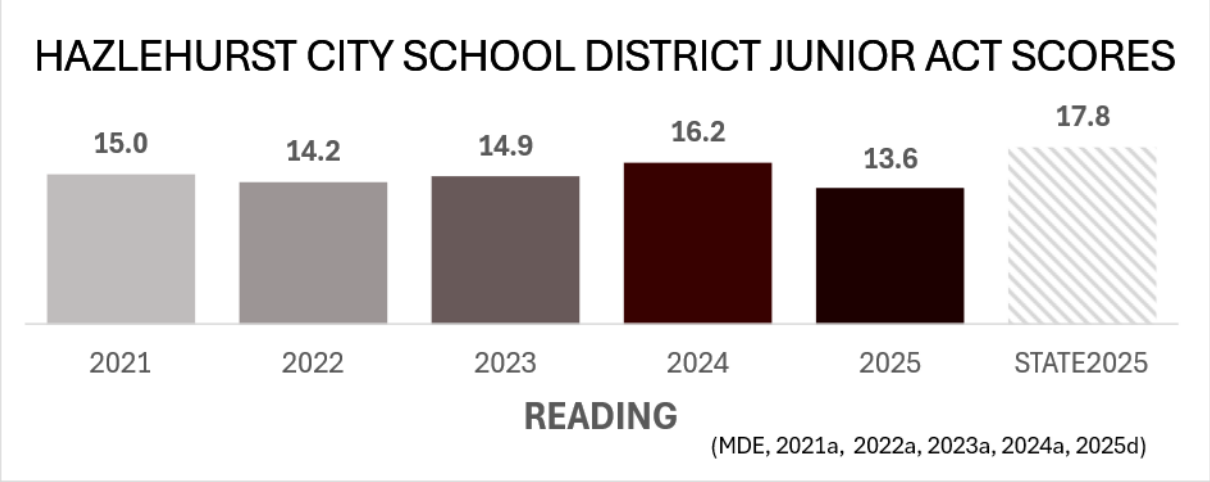


Figure 37: District Junior ACT: Reading

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.

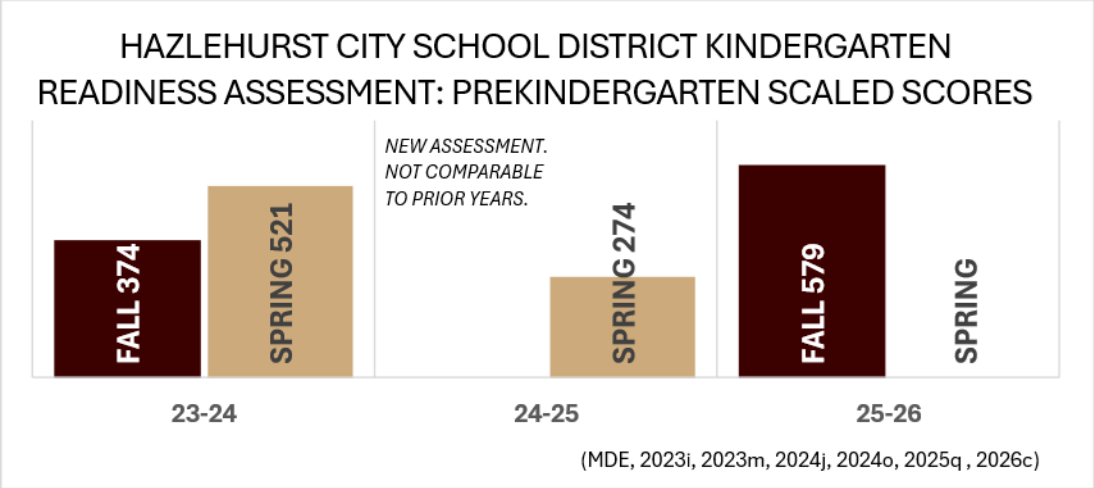


Figure 38: District Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

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

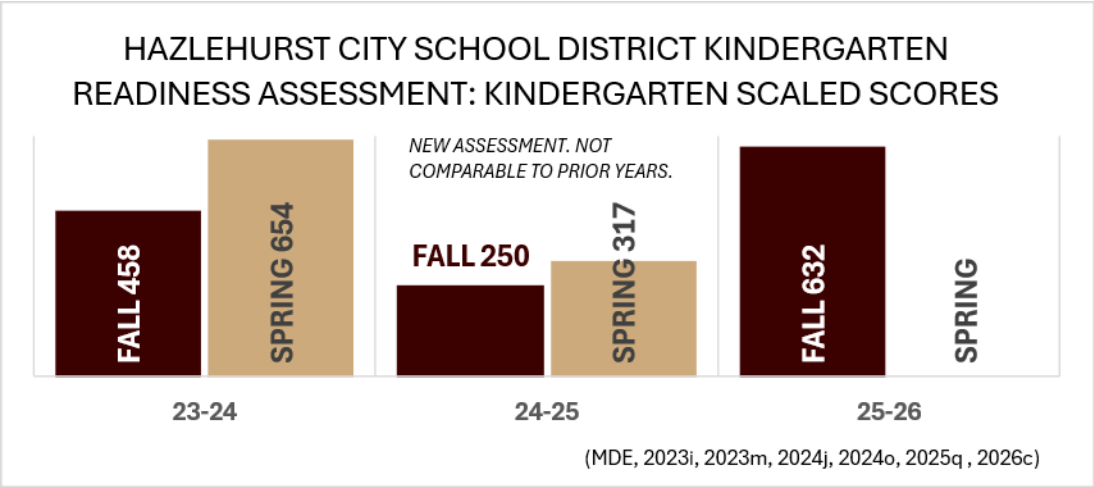


Figure 39: District Kindergarten Readiness Assessment: Kindergarten Scaled Scores

LITERACY-BASED PROMOTION ACT (LBPA)

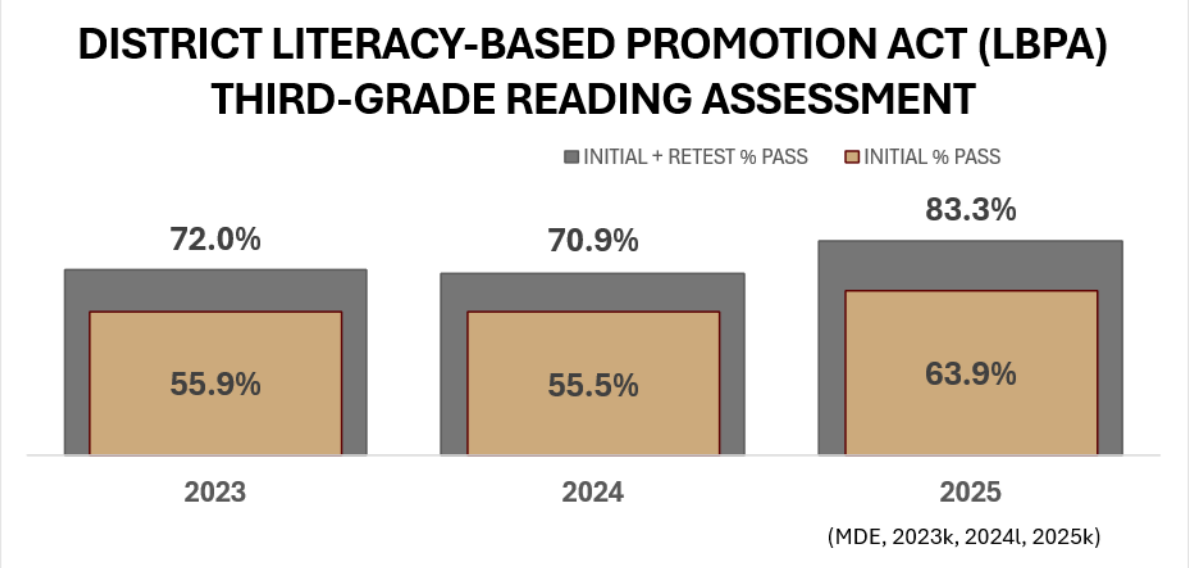


Figure 40: District Literacy-Based Promotion Act (LBPA) Third-Grade Reading Assessment

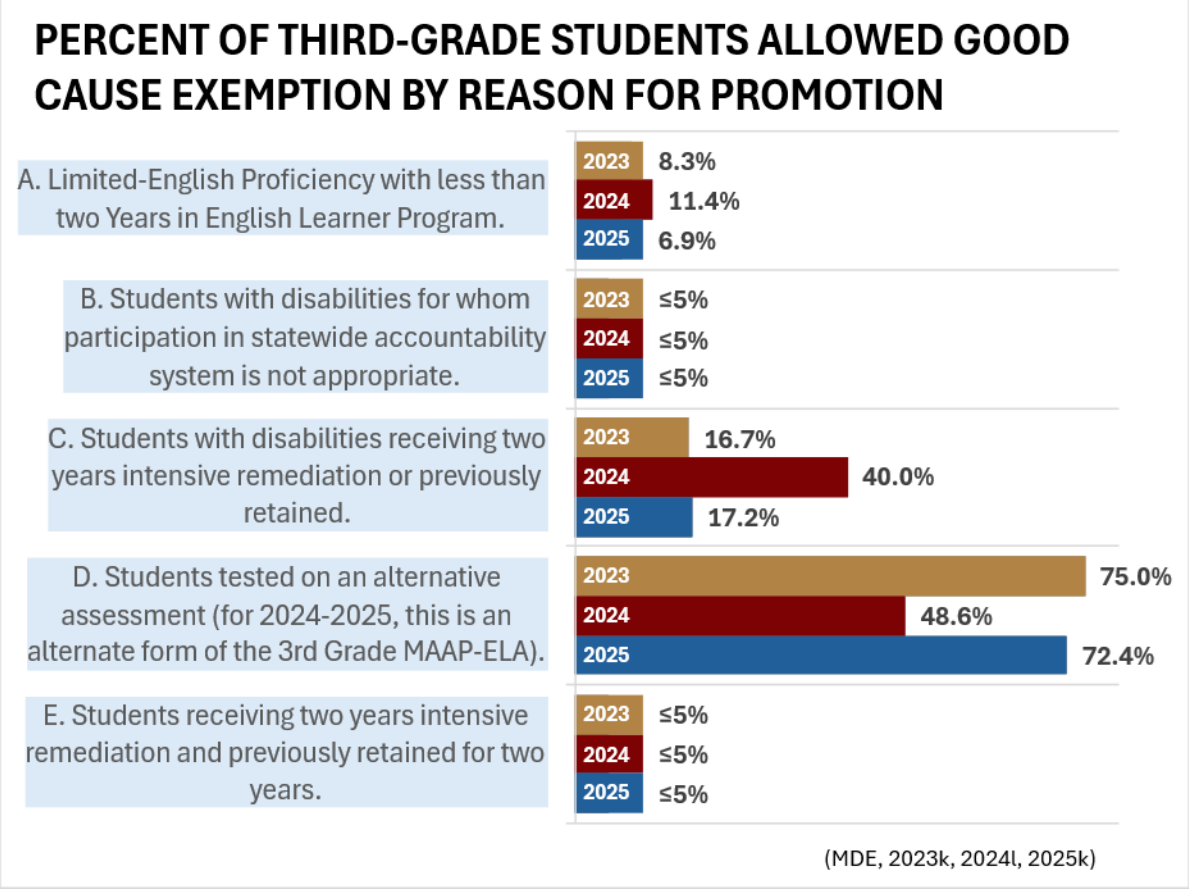


Figure 41: Percent of Third-Grade Students Allowed Good Cause Exemption by Reason for Promotion

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.

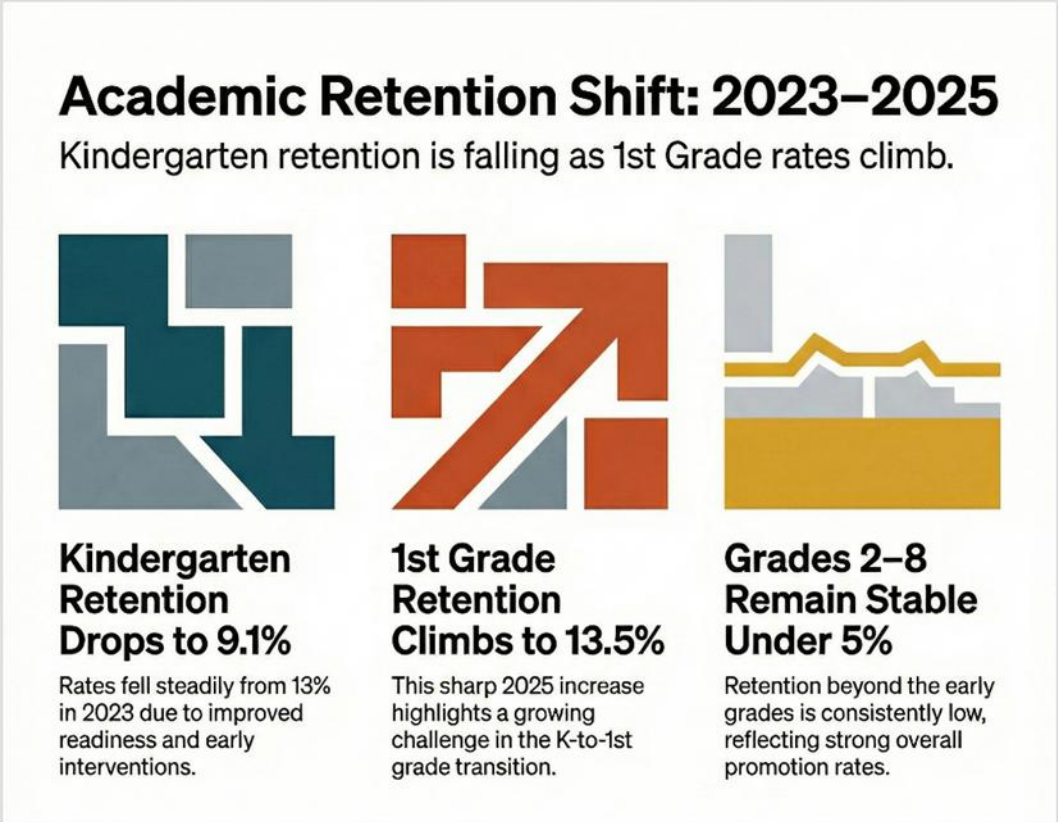


Figure 42: District K-8 Retention Trends (2023-2025)

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

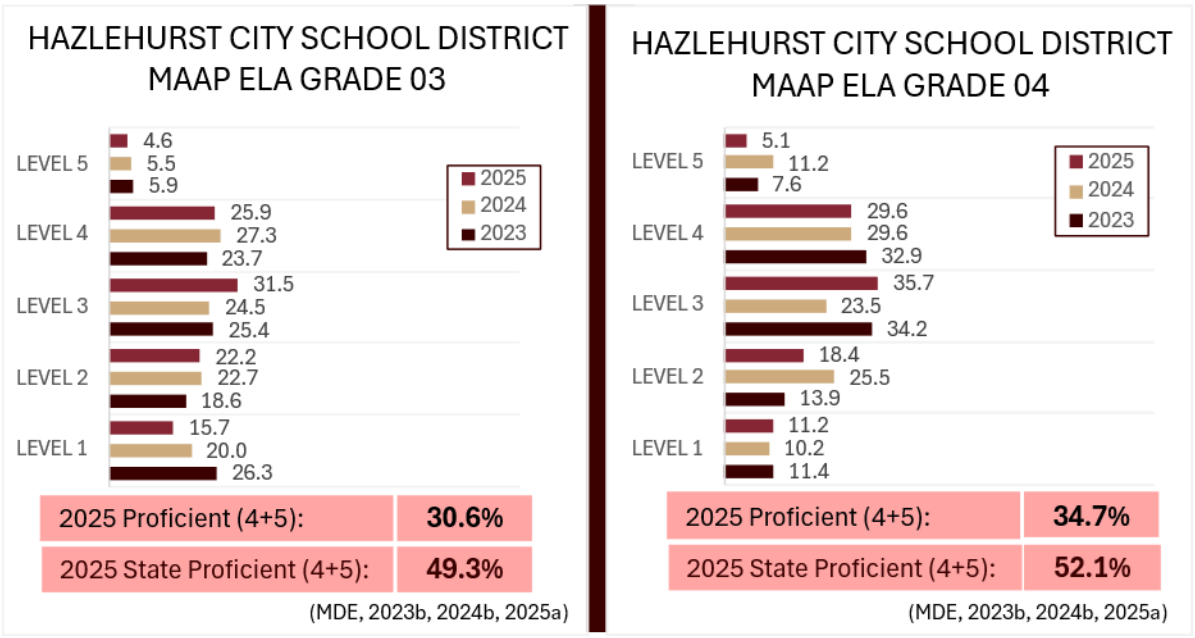


Figure 43: District MAAP ELA Grades 3 and 4

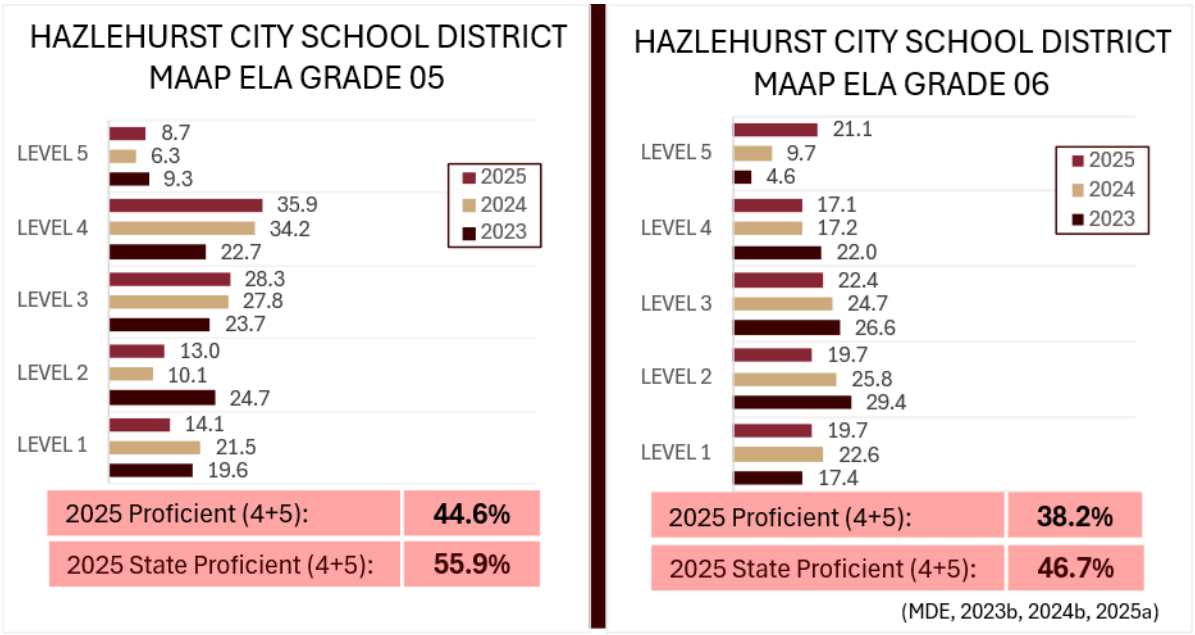
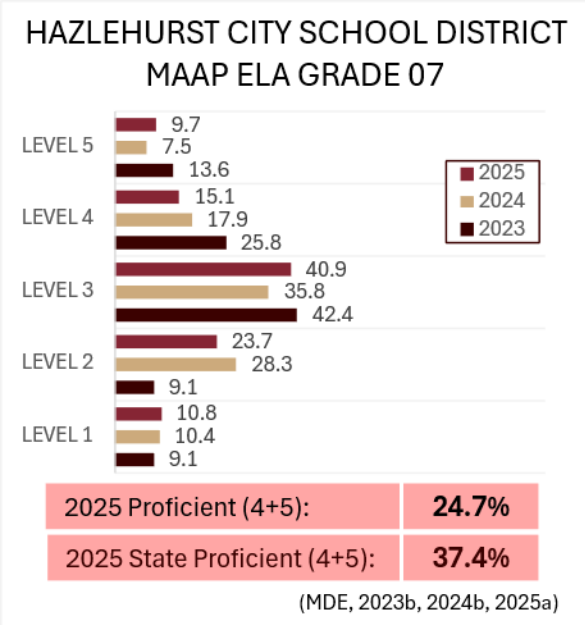


Figure 44: District MAAP ELA Grades 5 and 6



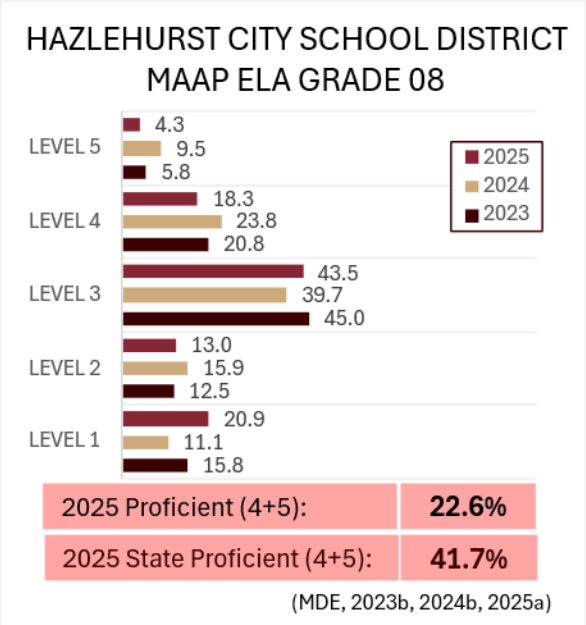


Figure 45: District MAAP ELA Grades 7 and 8

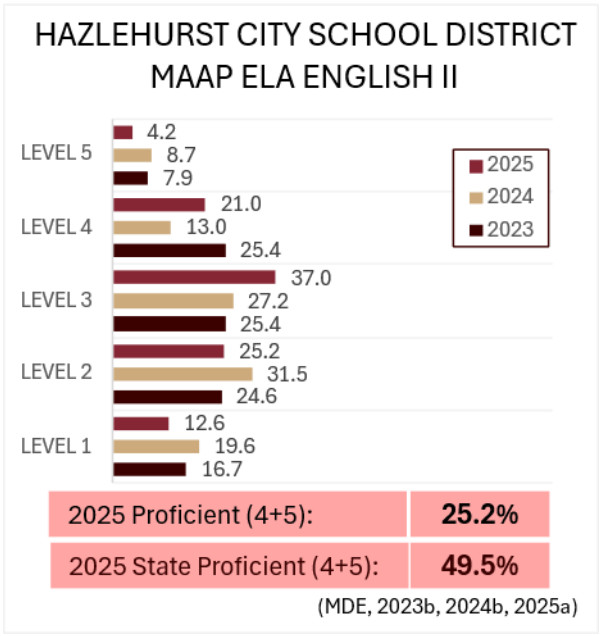




Figure 46: District MAAP ELA English II

MAAP MATH

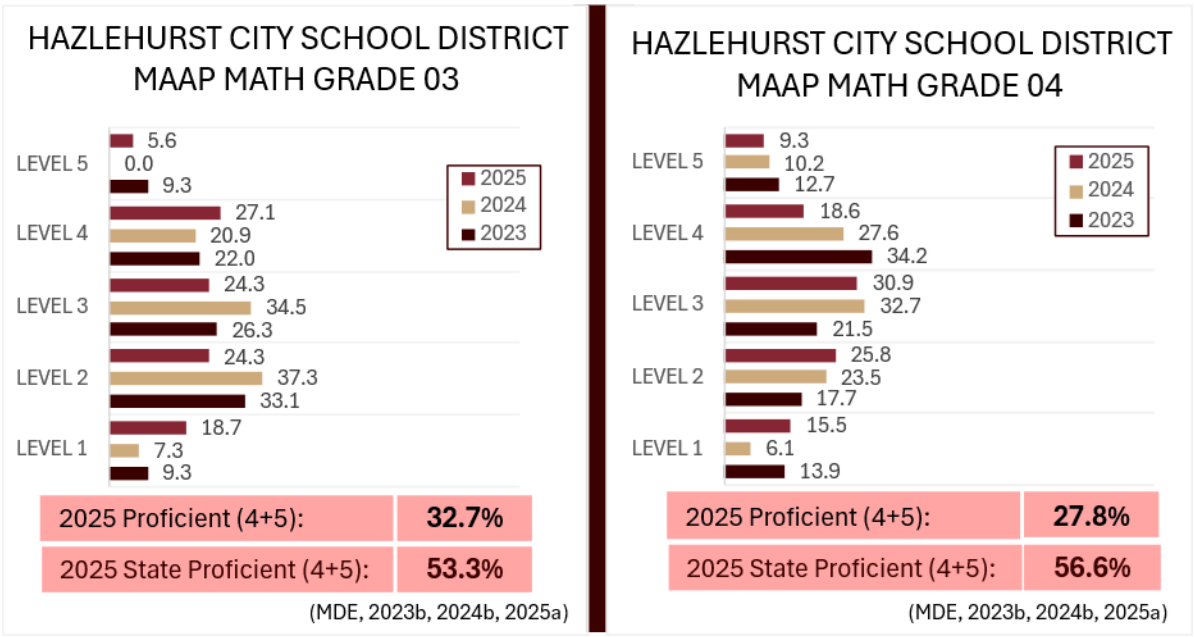


Figure 47: District MAAP Math Grades 3 and 4

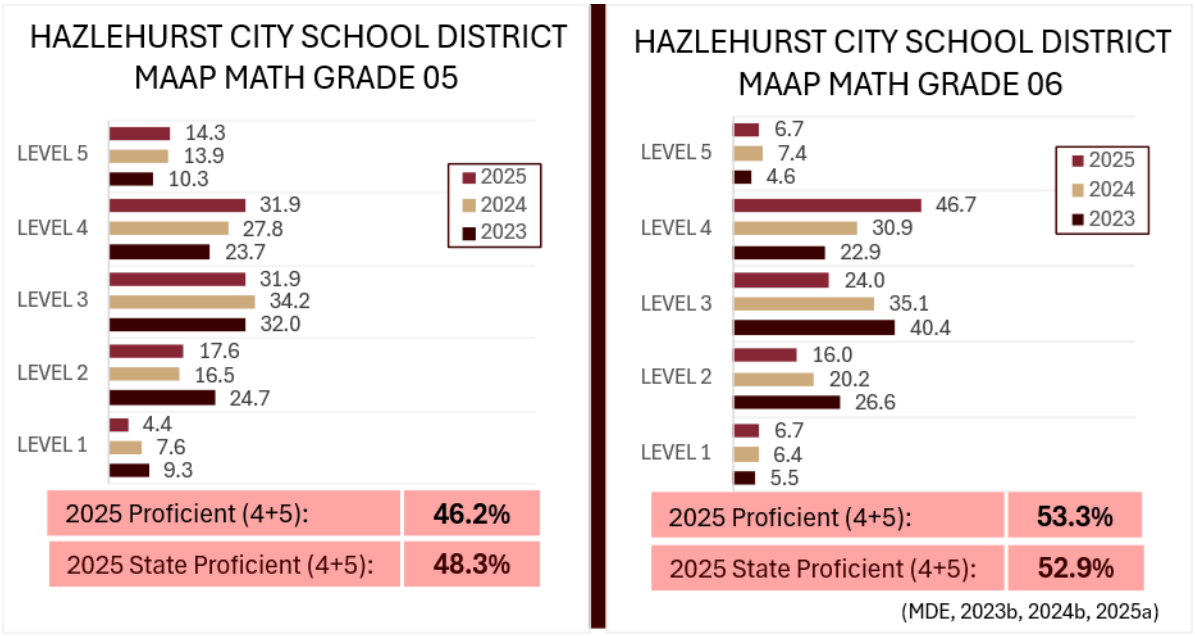
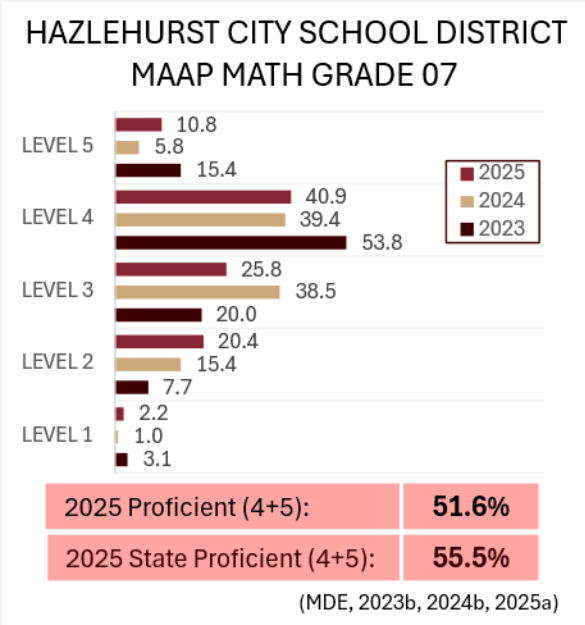


Figure 48: District MAAP Math Grades 5 and 6



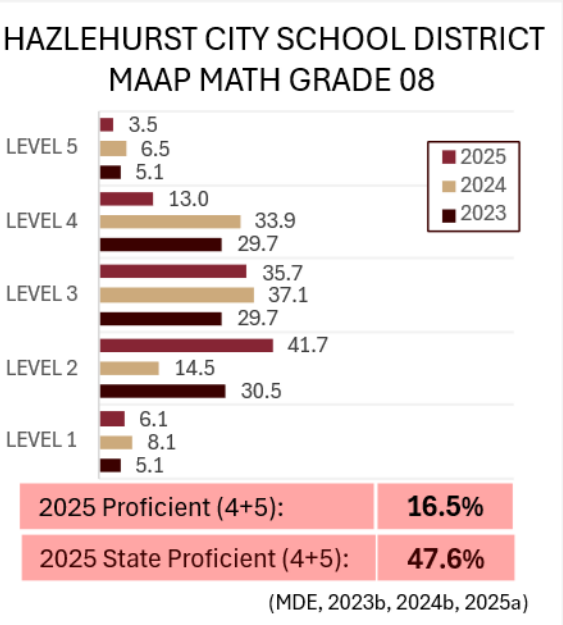


Figure 49: District MAAP Math Grades 7 and 8

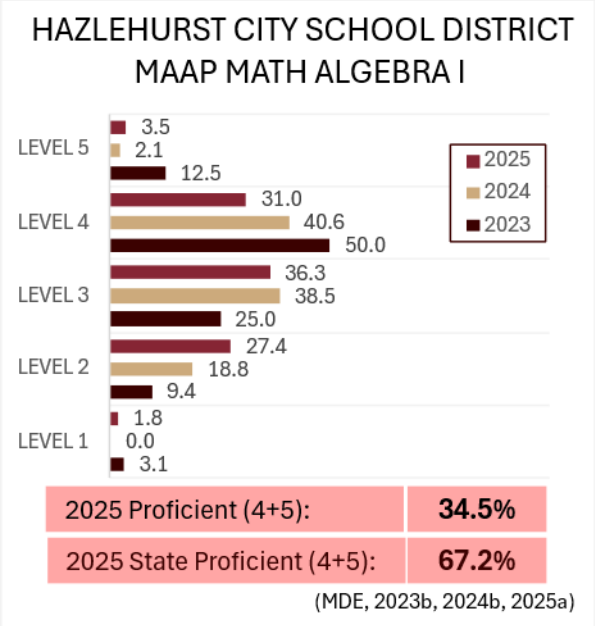




Figure 50: District MAAP Math Algebra I

MAAP SCIENCE

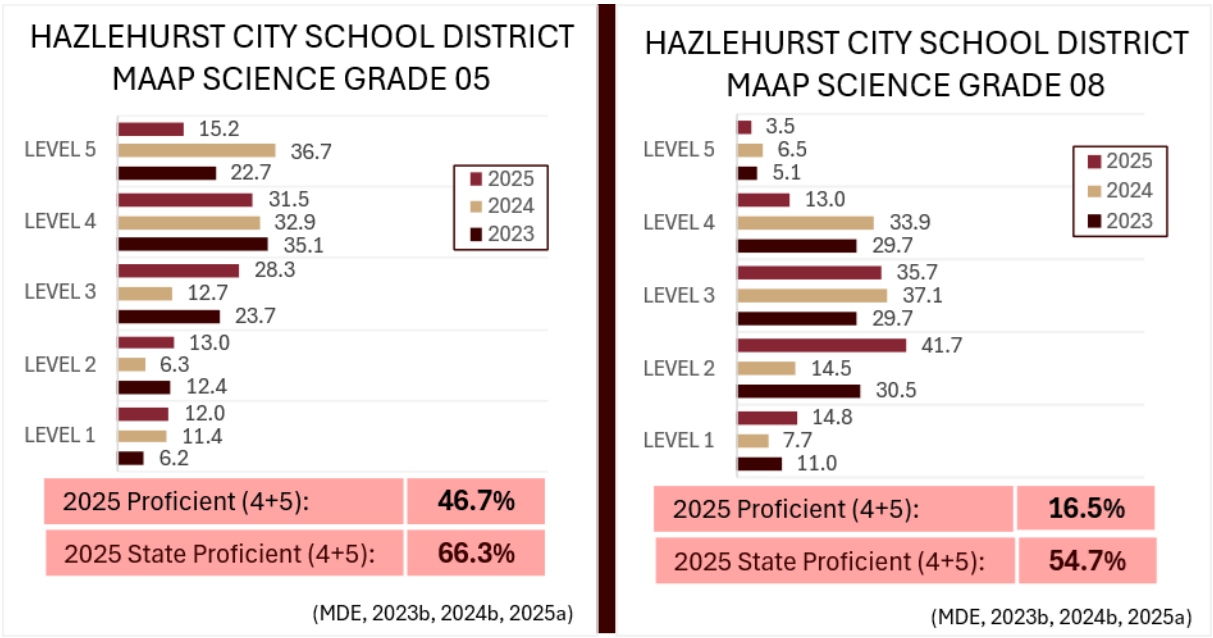


Figure 51: District MAAP-SCI Grades 5 and 8

MAAP END-OF-COURSE

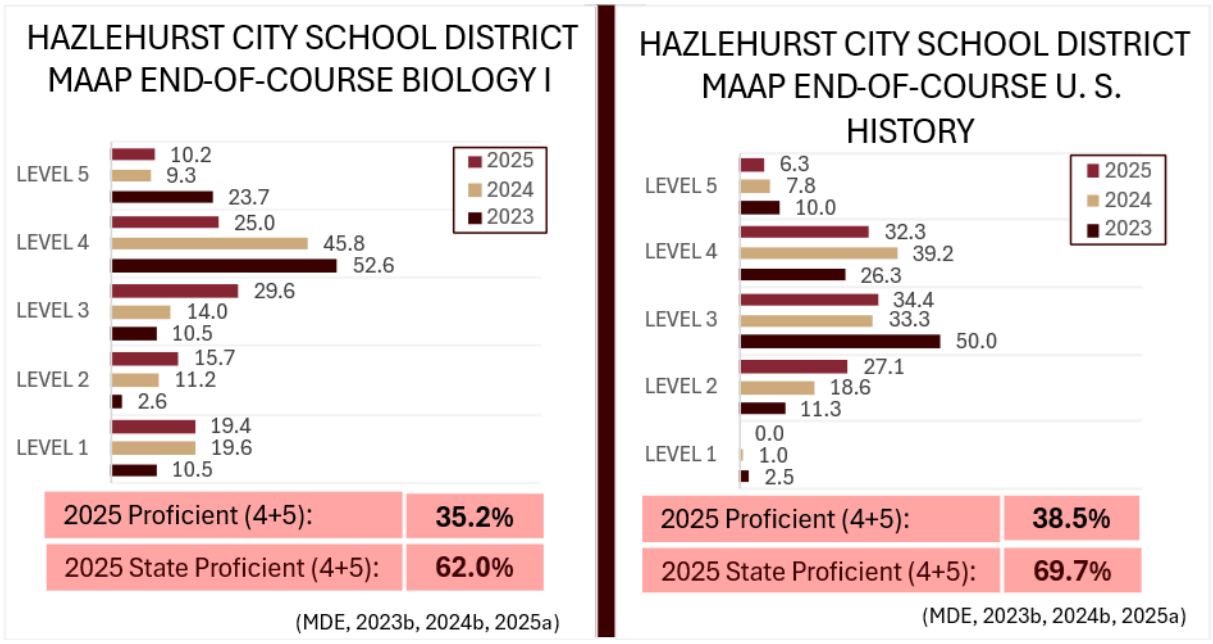


Figure 52: District MAAP-EOC Biology I and U. S. History

MAAP PROFICIENCY

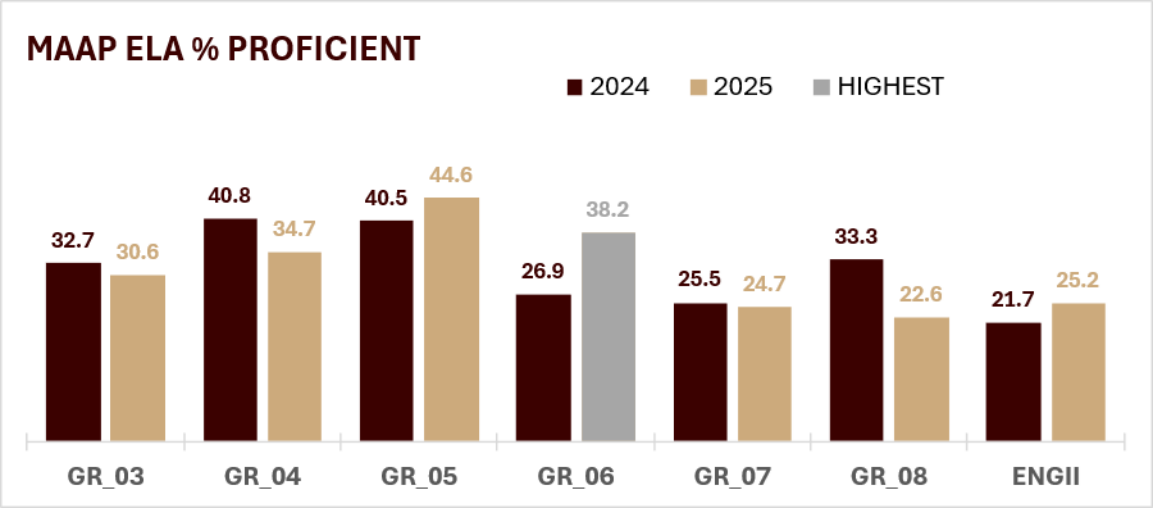


Figure 53: District MAAP ELA % Proficiency

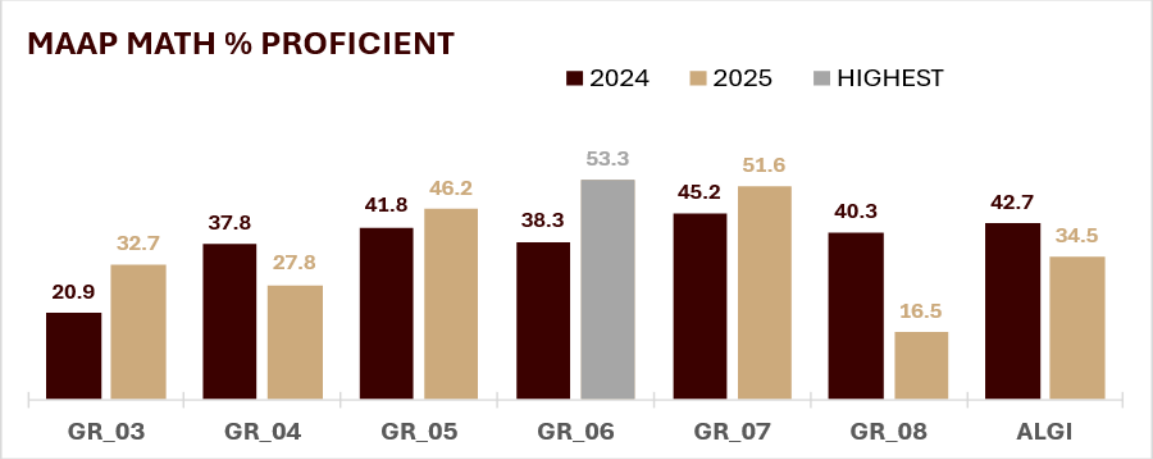


Figure 54: District MAAP Math % Proficiency



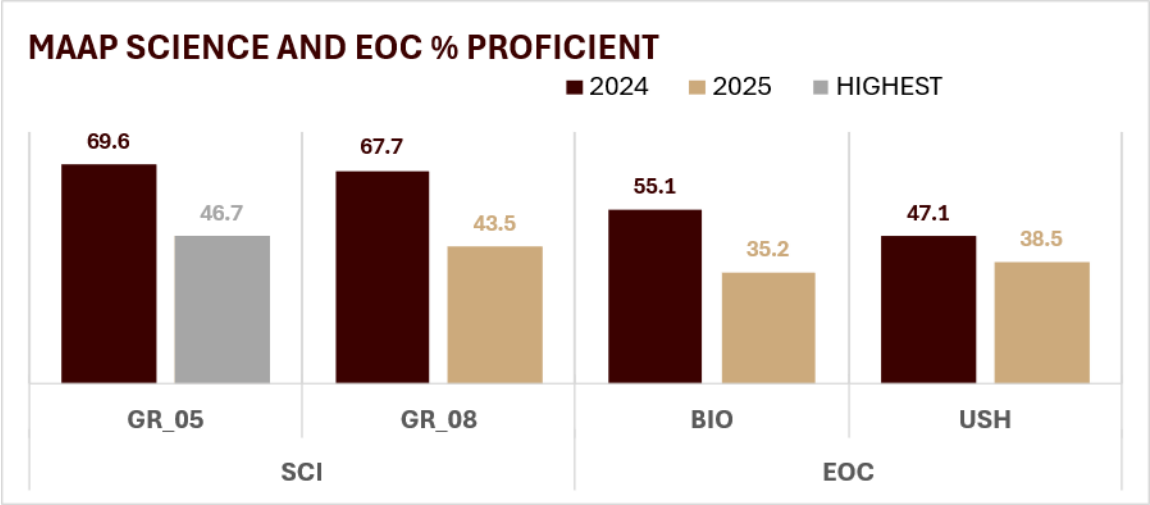


Figure 55: District MAAP Science and End-of-Course Proficiency

MAAP PROFICIENCY GAIN/LOSS OVER TIME 2023-2025

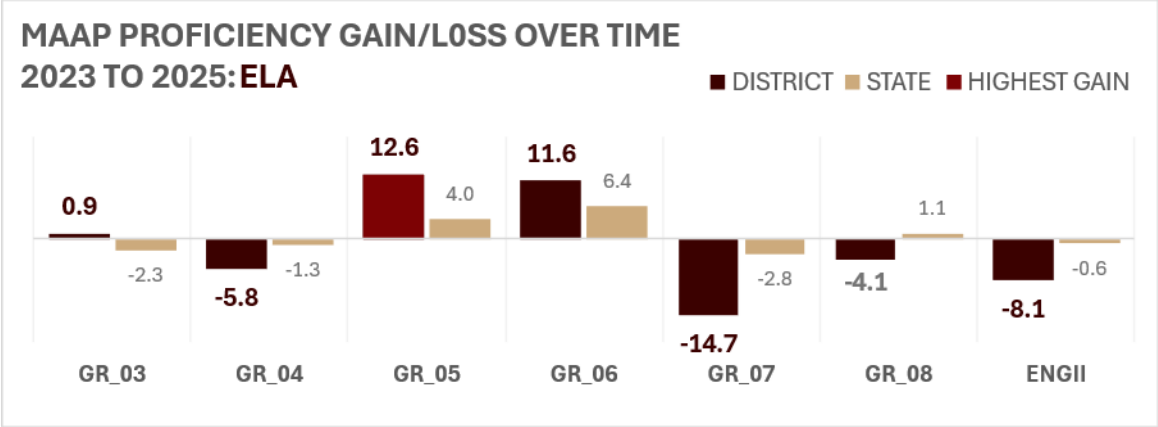


Figure 56: District MAAP Proficiency Gain/Loss Over Time: ELA

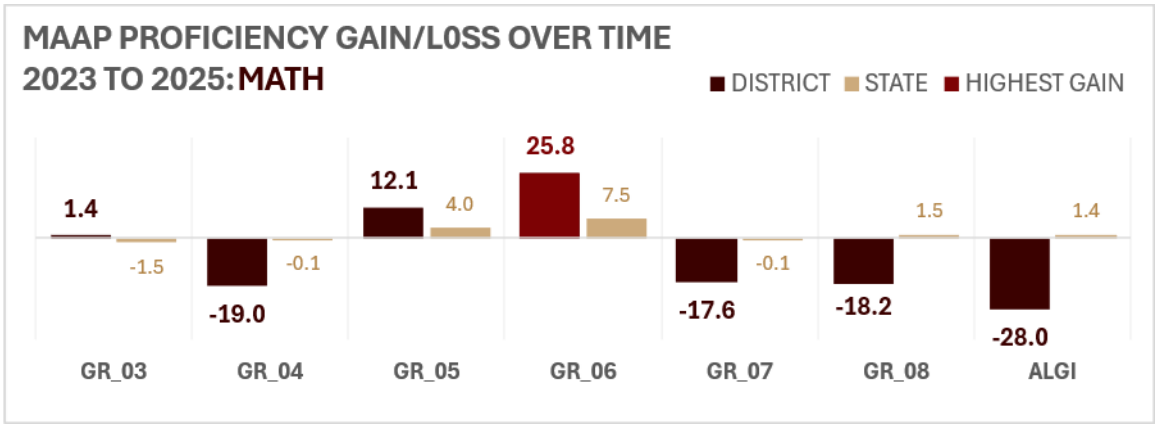


Figure 57: District MAAP Proficiency Gain/Loss Over Time: Math

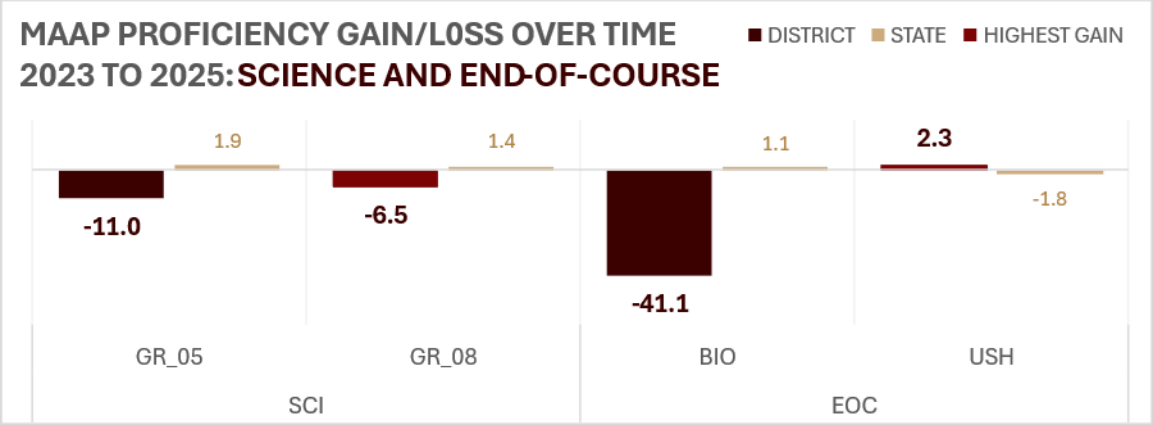


Figure 58: District MAAP Proficiency Gain/Loss Over Time: Science and End-of-Course

Assessment Takeaways

Recent assessment data highlights important opportunities for growth while also showing areas of emerging strength across grade levels. In **English Language Arts**, early elementary performance provides a **solid foundation**, with Grade 3 proficiency at 31% and a **steady increase** to 34.7% in Grade 4 and 44.6% in Grade 5. While proficiency declines in later grades, 38.2% in Grade 6 and 22.6% in Grade 8 compared to the state rate of 41.7%, these trends point to a clear **opportunity to strengthen literacy development** as students transition into middle school. At the high school level, English II proficiency was 25.2%, indicating a need for continued focus on preparing students for postsecondary literacy demands.

Mathematics outcomes reflect a similar pattern of early promise and targeted need. Grade 3 proficiency reached 32.7%, with a dip in Grade 4 (27.8%) followed by a **strong rebound in Grade 5 at 46.2%**. As with ELA, performance declines in later grades, with Grade 8 proficiency at 16.5% compared to 47.6% statewide. Algebra I proficiency was 34.5%, highlighting an important area for focused support to strengthen readiness for advanced coursework. In **science and social studies**, performance **remains relatively consistent**, with Grade 5 science at 46.7% and Grade 8 science at 43.5%. High school results in Biology I (35.2%) and U.S. History (38.5%) indicate room for growth compared to state averages.

College readiness indicators further emphasize opportunities for improvement. The district's 2025 ACT composite score was 14.3 compared to the state average of 17.5, with subscores of 12.7 in English, 11 in Math, 13.7 in Reading, and 15.3 in Science. Overall, the data suggest a strong foundation in earlier grades and a clear pathway for targeted instructional improvements, particularly in middle and high school, to support continued academic growth and long-term student success.

FINANCE

REVENUE

LOCAL FUNDING

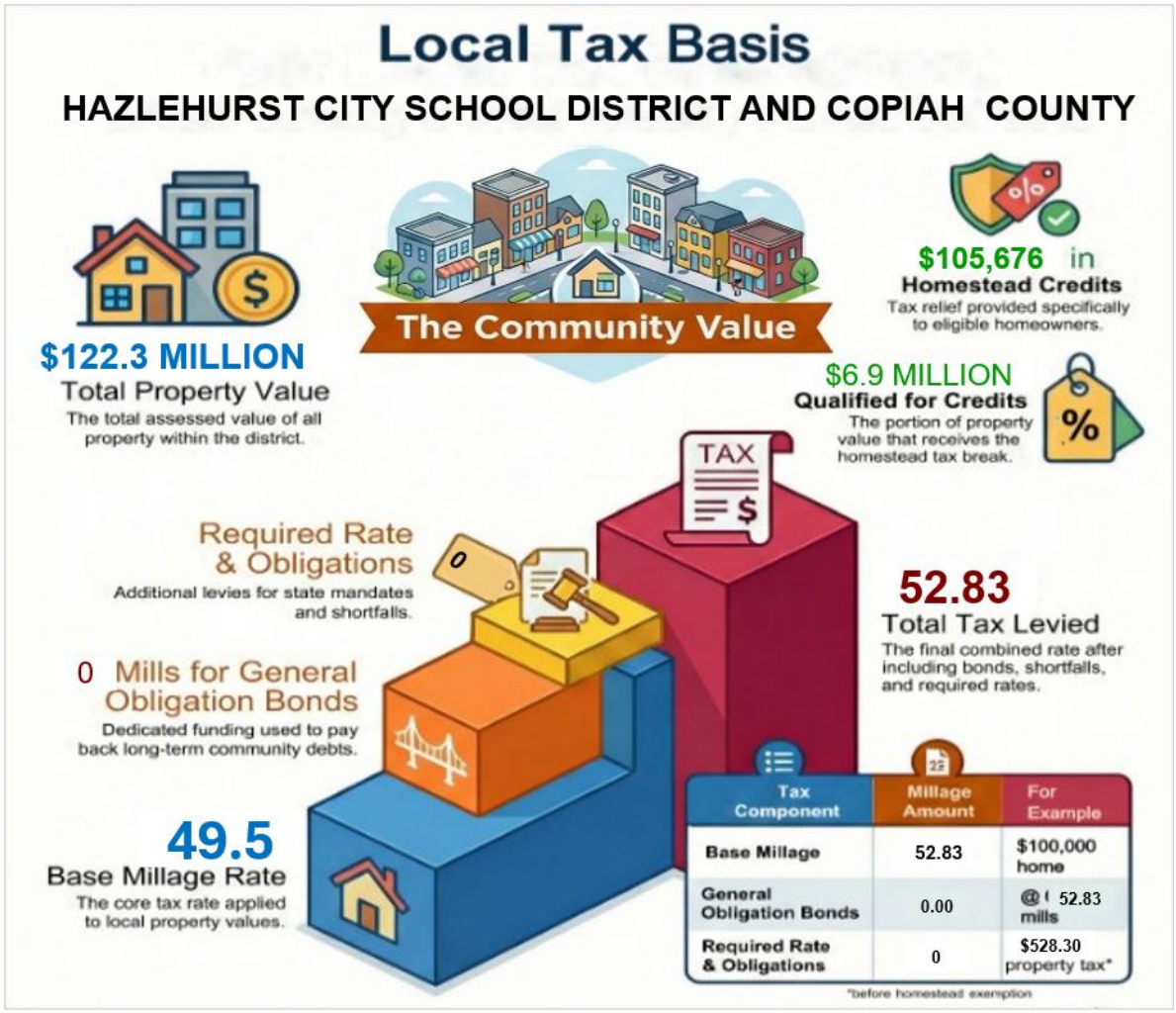


Figure 59: Local Tax Basis



STATE FUNDING

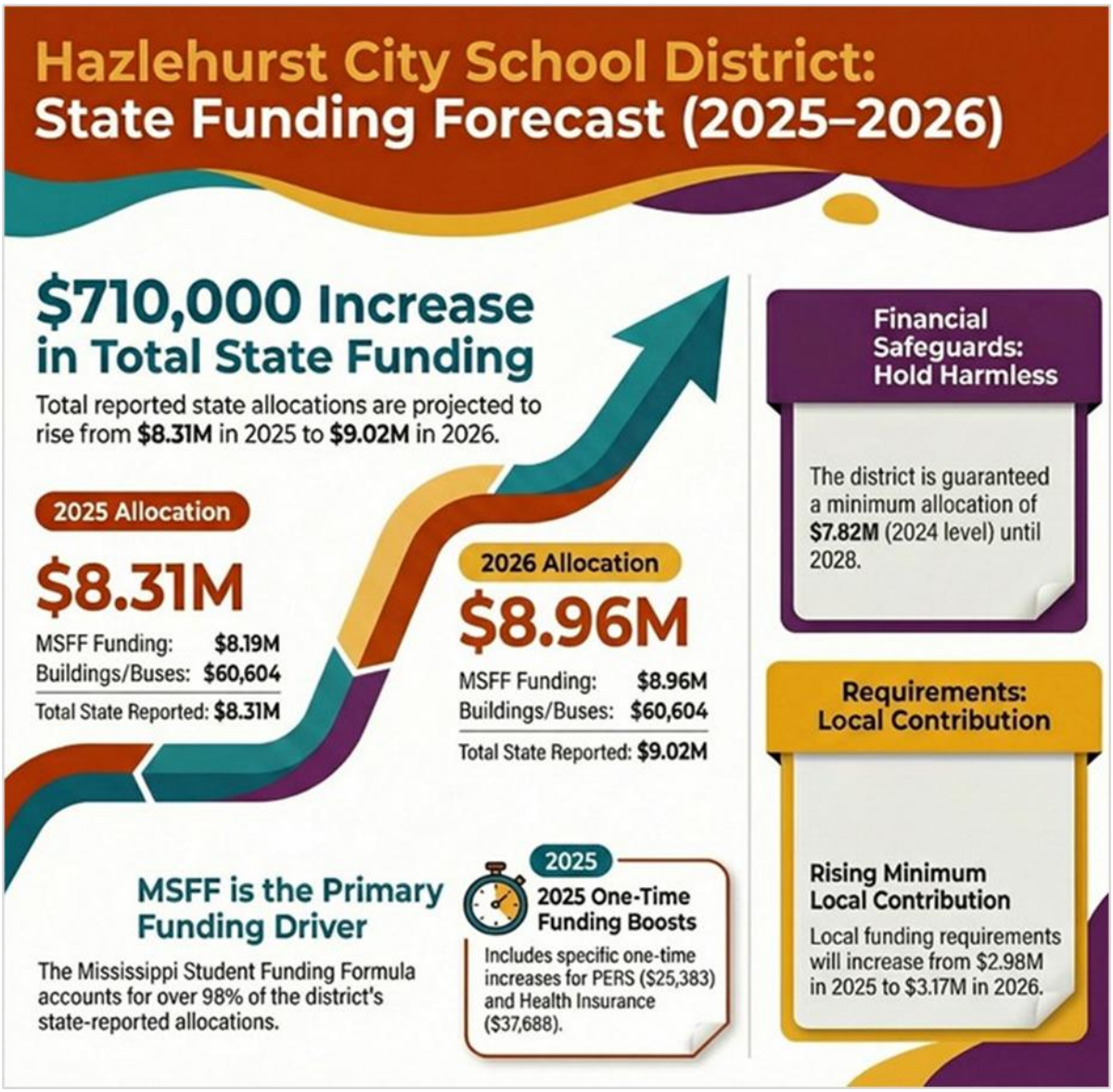


Figure 60: State Funding Outlook 2025-2026

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
AVERAGE NET MEMBERSHIP	Avg. enrolled Oct. & Nov.	100%	1321	1321
ECONOMICALLY DISADVANTAGED	National School Lunch Program, Head Start, Medicaid, SNAP.	30%	NA	NA

WEIGHTED GROUPS FOR MSFF FUNDING FOR 2025				
	DESCRIPTION	**WEIGHT PER STUDENT**	**2025 COUNT**	**TOTAL WEIGHT**
ENGLISH LANGUAGE LEARNERS	Identified on Home Language Survey	15%	163	24.45
TIER I SPECIAL EDUCATION	Speech and language impairment; developmental delay.	60%	91	54.6
TIER II SPECIAL EDUCATION	Autism, emotional disabilities, hearing, orthopedic, intellectual, or other health impairments.	110%	56	61.6
TIER III SPECIAL EDUCATION	Visual impairments, deaf-blindness, multiple disabilities, or traumatic brain injuries.	130%	6	7.8
GIFTED	Above the 91st percentile on an intelligence test. 5% of total student population.	5%	76	3.3025
CAREER AND TECHNICAL EDUCATION	Grades 9-12;	10%	238	23.8
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.

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

FEDERAL FUNDING

DISTRICT TITLE PROGRAM ALLOCATIONS				
PROGRAM	**DESCRIPTION**	**2024**	**2025**	**2026**
Title I, Part A	Supplemental funding for high % low-income students	$1,049,083	$1,635,616	$1,635,616
Title I, Part D (Neglected or Delinquent)	Institutionalized neglected, delinquent, at-risk			
Title I, Part D, Subpart 2	Children in local institutions or attending community day programs, assisting in their transition to further education or employment			
Title II, Part A	Professional learning, recruitment, and preparation	$108,174	$162,306	$162,306
Title III, Part A (English Learners and Immigrant Children and Youth)	Supplemental funding for language instruction, teacher professional development, and family engagement	$20,086	$15,952	$15,952
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	$82,269		
Title V	Rural districts with high concentrations of low-income students	$40,574		
TOTAL TITLE ALLOCATIONS	*Excluding Title I School Improvement allocations See Accountability.*	**$1,300,186**	**$1,813,874**	**$1,813,874**
				(MDE, 2024m, 2025l, 2026d)

Figure 62: District Title Program Allocations

ALL REVENUE

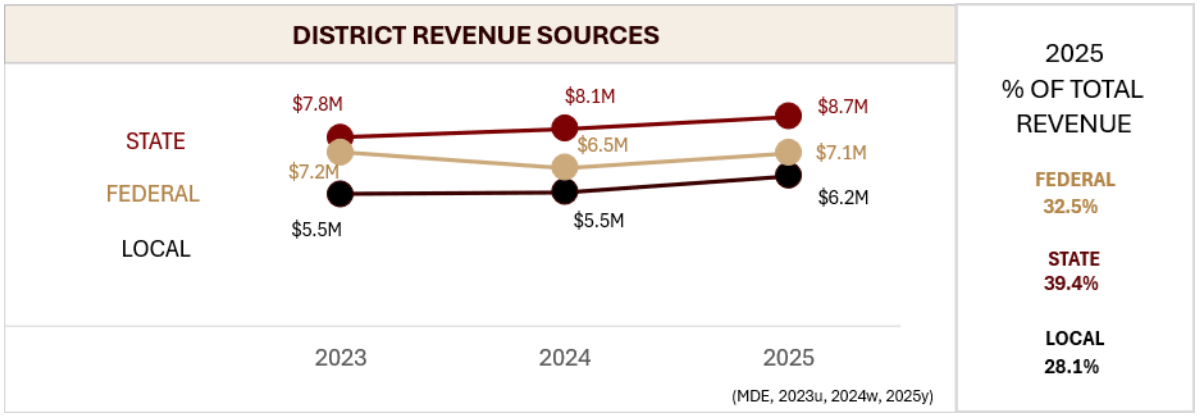


Figure 63: District Revenue Sources

INCREASE/DECREASE IN REVENUE 2023-2025

	DIFFERENCE	% CHANGE
LOCAL	$716,666	1.4%
STATE	$861,478	1.2%
FEDERAL	-$37,853	-2.6%

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

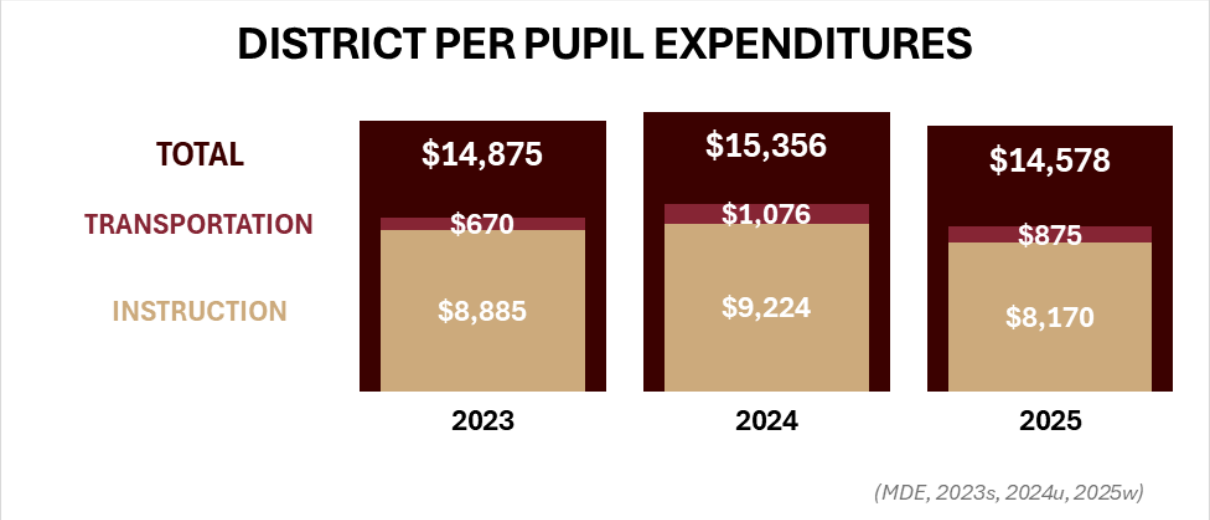


Figure 65: District Per Pupil Expenditures

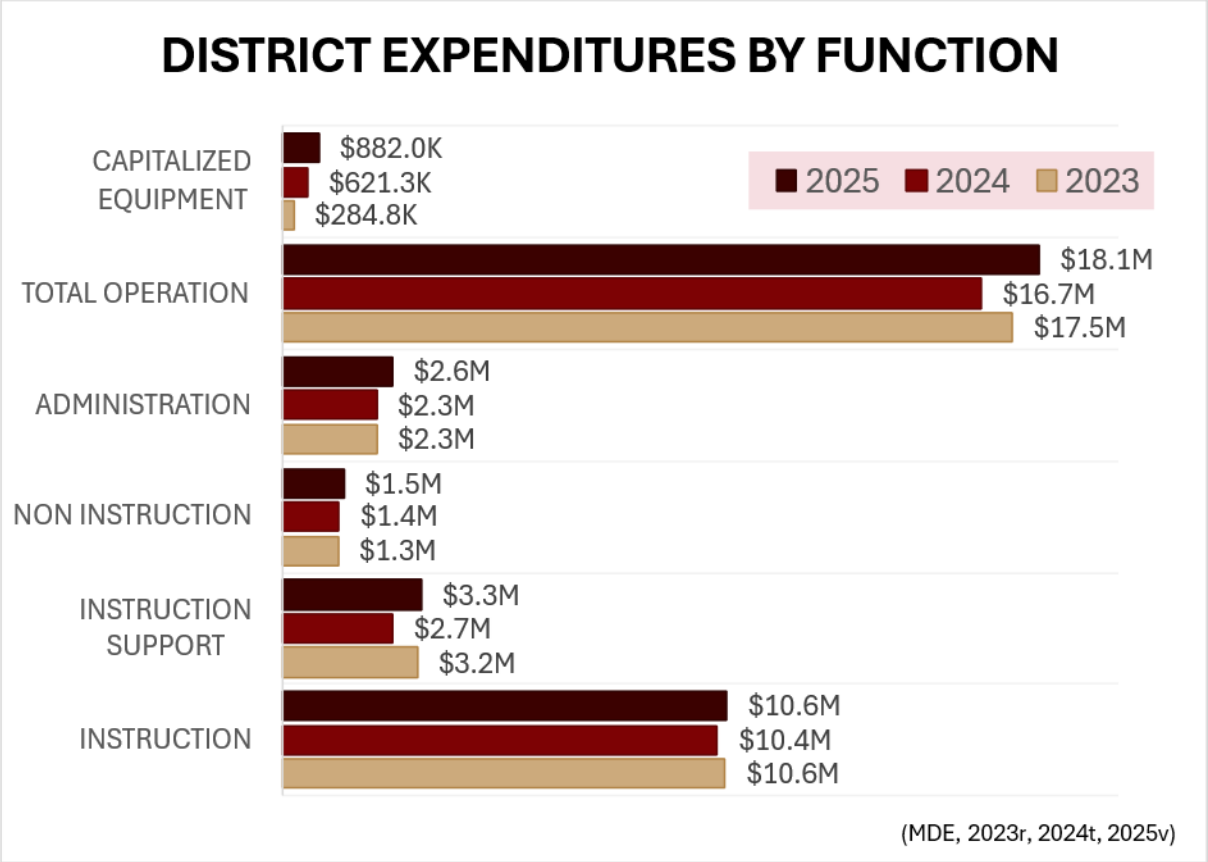


Figure 66: District Expenditures by Function

CHANGE IN TOTAL EXPENDITURE INCLUDING CAPITALIZED EQUIPMENT 2023-2025 $1.24M

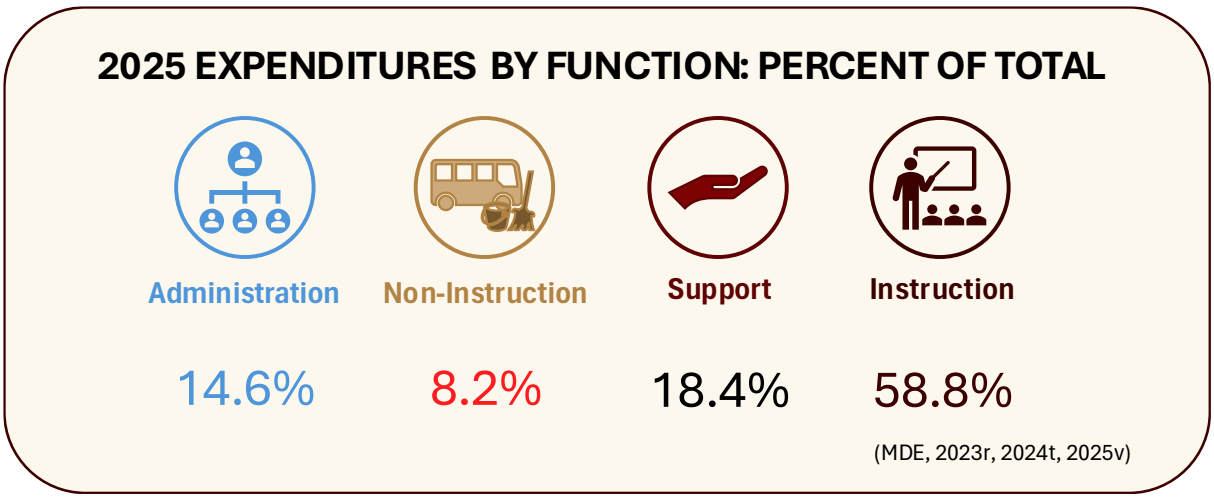


Figure 67: District Expenditures by Function: Percent of Total

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

CHANGES IN PROPORTIONS OF EXPENDITURE FUNCTIONS 2023 -2025

INSTRUCTION	INSTRUCTION SUPPORT	NON INSTRUCTION	ADMIN
-1.9%	-0.1%	0.5%	1.6%
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 **Hazlehurst City School District and Copiah County** demonstrate a **stable financial profile** supported by a mix of **local, state, and federal revenue sources**. The district's **total property value of $122.3 million** provides the foundation for local funding, with a **base millage rate of 49 mills** and a **total tax levy of 52.83 mills**, indicating a moderate reliance on local taxation without additional general obligation bond debt.

Per pupil expenditures show relative consistency across the three-year period, with totals of **$14,875 (2023)**, **$15,356 (2024)**, and **$14,578 (2025)**. Instruction remains the largest investment category, though it declined slightly from **$9,224 in 2024 to $8,170 in 2025**, while **transportation costs increased**, reflecting potential rising operational expenses.

In 2025, the district allocated **58.8% of expenditures to instruction**, reinforcing a strong focus on classroom learning. **Support services (18.4%)** and **administration (14.6%)** represent secondary priorities, while **non-instructional spending (8.2%)** remains limited. Overall operational spending increased to **$18.1 million in 2025**, signaling growth in district activity and services.

Revenue trends indicate **steady growth in state funding (up 1.2%)** and **local revenue (up 1.4%)**, while **federal funding declined by 2.6%**. In 2025, revenue composition included **39.4% state**, **32.5% federal**, and **28.1% local**, highlighting a continued dependence on external funding sources.

Overall, the district reflects **financial stability with strategic prioritization of instructional services**, though **declining federal support and shifting expenditure patterns** may require ongoing monitoring to sustain long-term effectiveness.

PERSONNEL

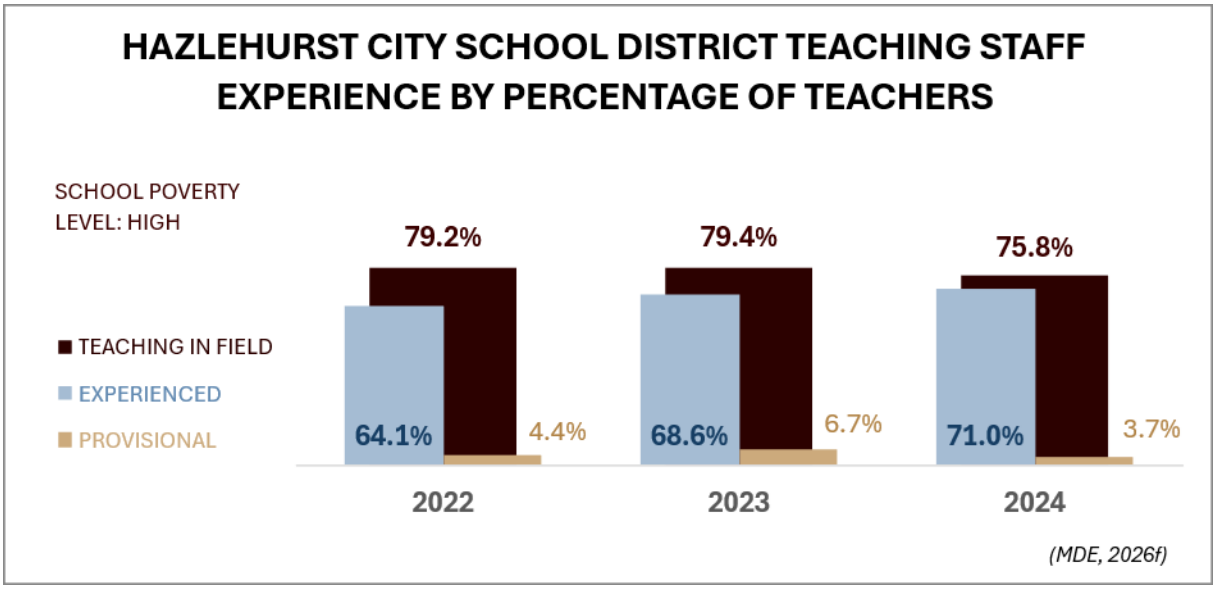


Figure 69: District Teaching Staff Experience by Percentage of Teachers

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



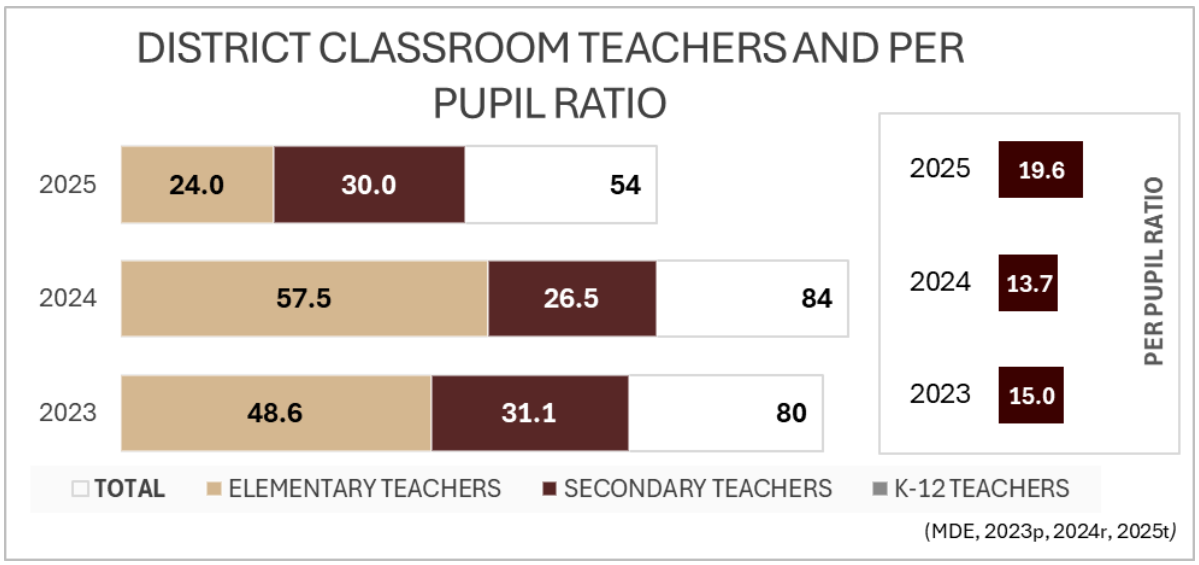


Figure 70: District Classroom Teachers and Per Pupil Ratio

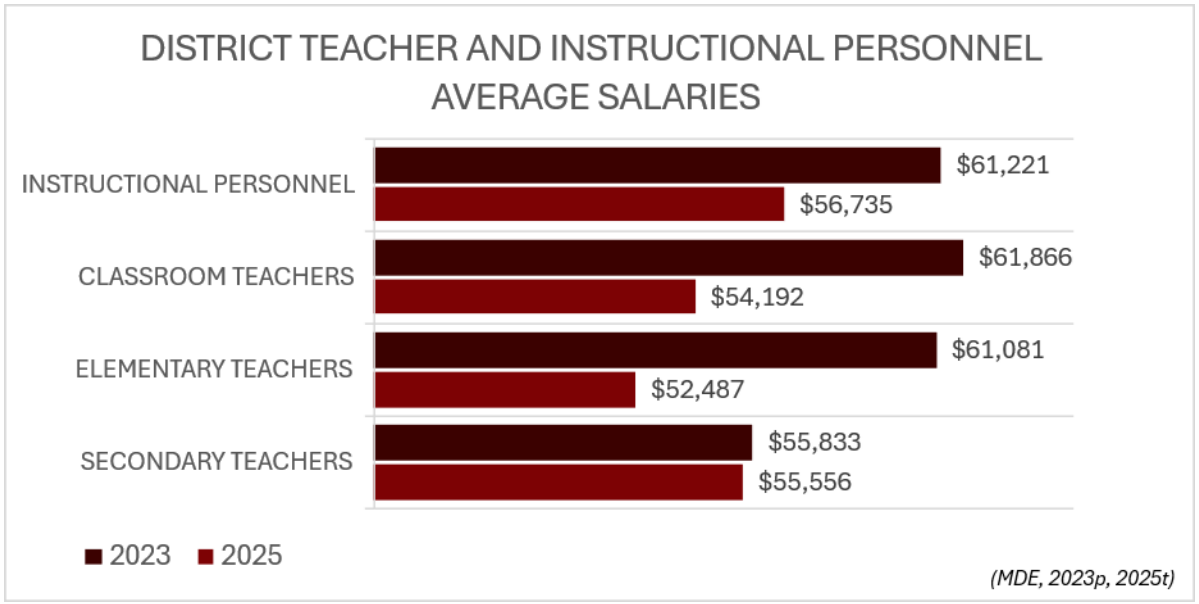


Figure 71: District Teacher and Instructional Personnel Average Salaries



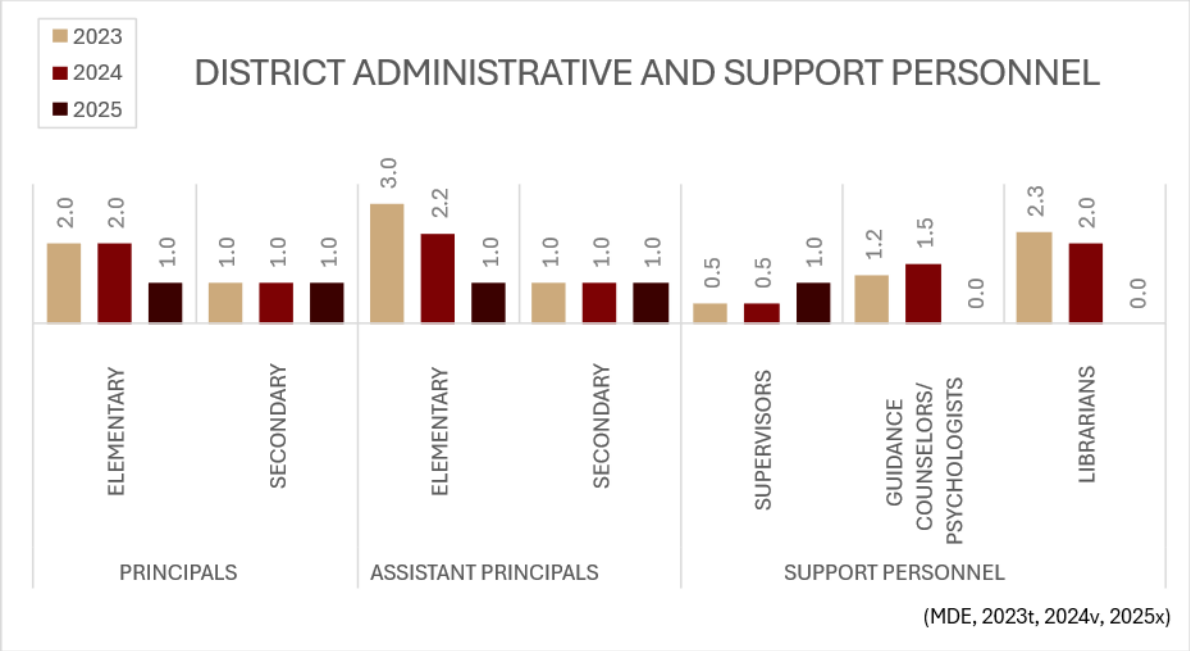


Figure 72: District Administrative and Support Personnel

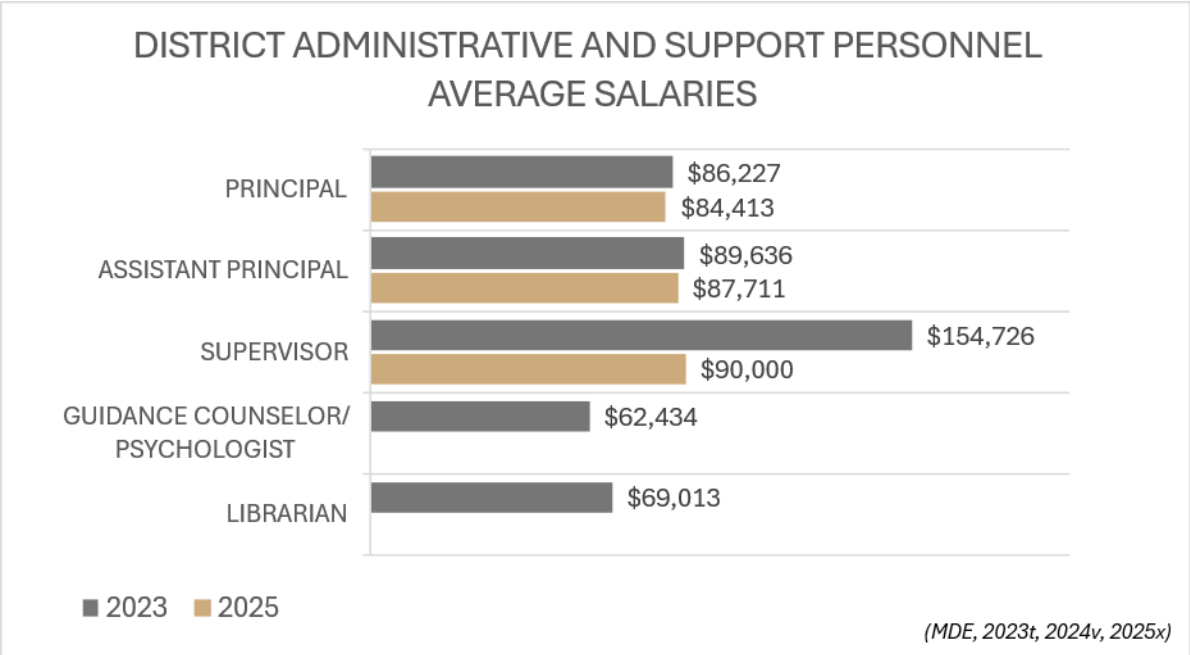


Figure 73: District Administrative and Support Personnel Average Salaries

PERSONNEL TAKEAWAYS

The **Hazlehurst City School District** personnel data reflect a workforce with several areas of strength, particularly in **teacher experience**, **salary growth**, and **staffing stability**, while also highlighting some challenges in overall staffing capacity. In a **high-poverty district**, the percentage of teachers who are **teaching in field** remained relatively stable, moving from **79.2% in 2022** to **79.4% in 2023**, before dipping slightly to

75.8% in 2024. At the same time, the share of **experienced teachers** increased steadily from **64.1%** to **68.6%** and then to **71.0%**, suggesting improved retention and a more seasoned teaching staff. The proportion of **provisional teachers** remained low overall, peaking at **6.7% in 2023** before declining to **3.7% in 2024**.

Classroom staffing patterns shifted notably across the three years. The total number of **classroom teachers** increased from **80 in 2023** to **84 in 2024**, then declined sharply to **54 in 2025**. This reduction corresponded with a rise in the **per pupil ratio** from **13.7** in 2024 to **19.6** in 2025, indicating larger staffing loads per teacher. In 2025, the district employed **24.0 elementary teachers** and **30.0 secondary teachers**, showing a greater concentration at the secondary level.

Salary data show meaningful growth for most instructional positions. **Classroom teacher salaries** increased from **$54,192 in 2025** to **$61,866 in 2023**, while **elementary teacher salaries** rose from **$52,487** to **$61,081**. **Instructional personnel** salaries also increased to **$61,221**. Administrative salaries were likewise strong, with **principals** at **$86,227** and **assistant principals** at **$89,636**. Overall, the data suggest a district that is investing in **competitive compensation** and benefiting from a more **experienced teaching force**, but one that may need to monitor **teacher staffing levels** and **in-field placement trends** closely.



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 Hazlehurst School District.

Two hundred thirty-seven (237) respondents from four stakeholder groups and three schools responded to the Comprehensive Needs Assessment Survey in 2026. The figure below reflects the distribution of responses by stakeholder group, which together comprise the district data reported in the subsequent graphs and charts. Responses from all groups were totaled and divided by the number of survey respondents to calculate district-wide percentage distributions. Additional graphs detail the responses disaggregated by stakeholder group, school, and grade where appropriate.

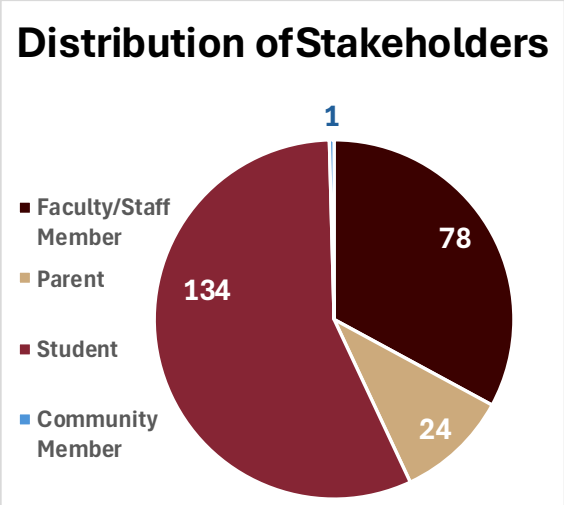


Figure 74: Distribution of Stakeholders



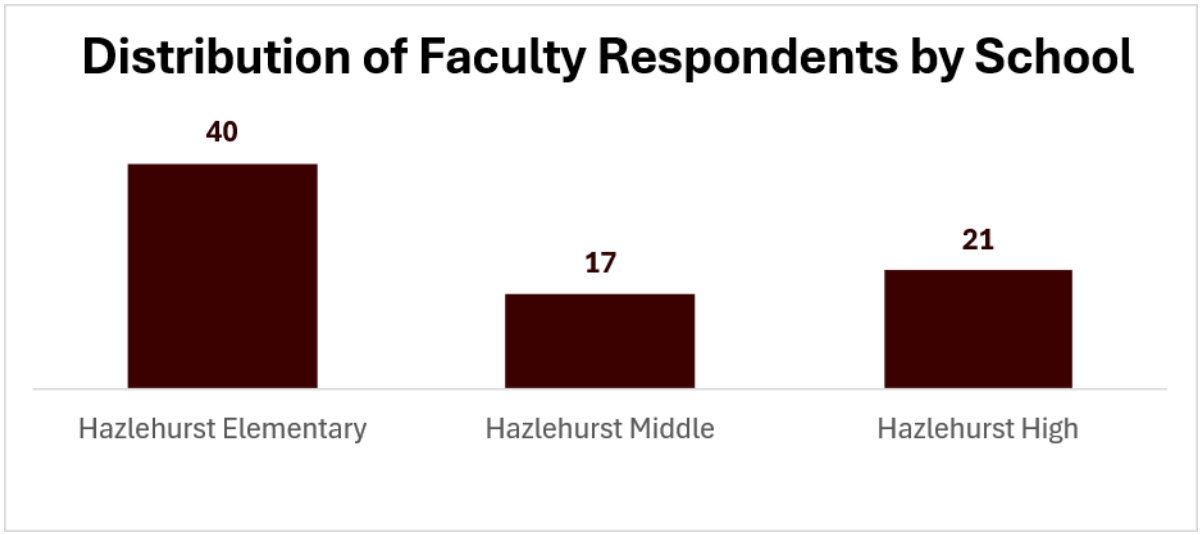


Figure 75: Distribution of Faculty/Staff Respondents by School

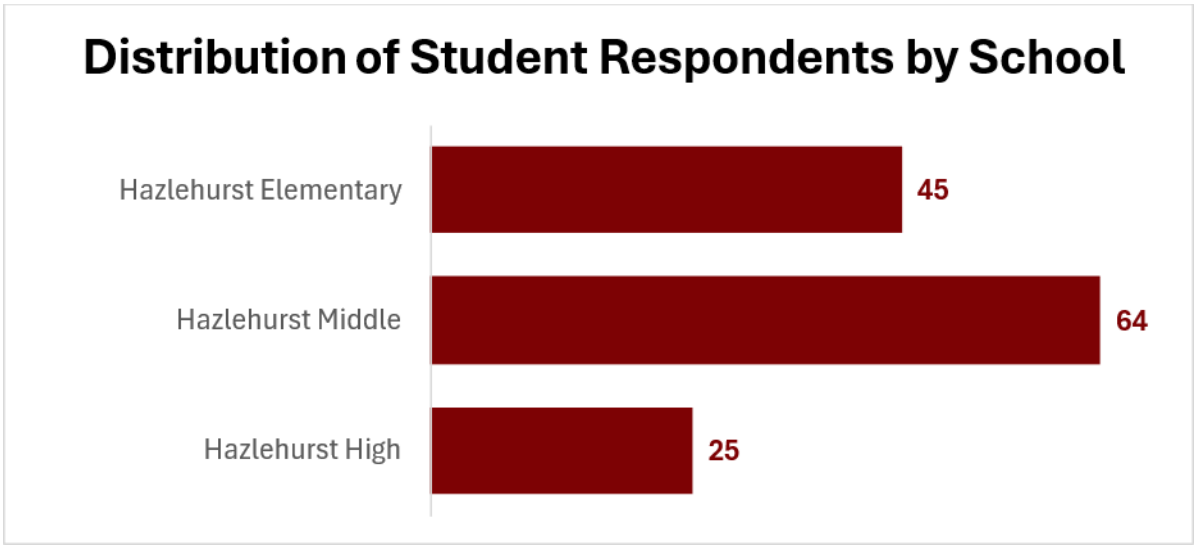


Figure 76: Distribution of Student Respondents by School

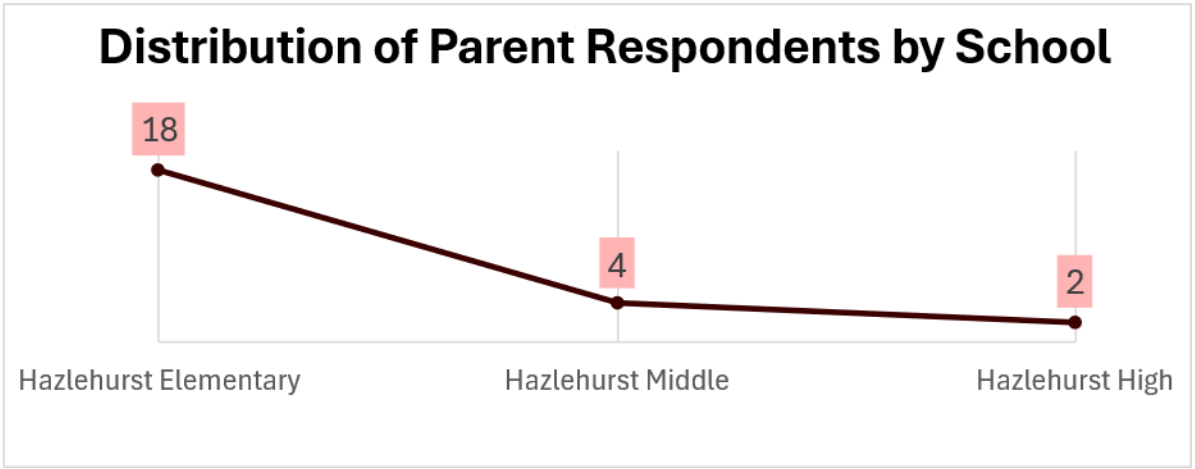


Figure 77: Distribution of Parent Respondents by School

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

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

	Count	Percentage
Strongly Agree	66	27.8%
Agree	140	59.1%
Disagree	14	5.9%
Strongly Disagree	5	2.1%
Not Applicable or No Information	12	5.1%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	71	30.0%
Agree	118	49.8%
Disagree	26	11.0%
Strongly Disagree	9	3.8%
Not Applicable or No Information	13	5.5%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	81	34.2%
Agree	109	46.0%
Disagree	31	13.1%
Strongly Disagree	9	3.8%
Not Applicable or No Information	7	3.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	60	25.3%
Agree	111	46.8%
Disagree	29	12.2%
Strongly Disagree	11	4.6%
Not Applicable or No Information	26	11.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	91	38.4%
Agree	109	46.0%
Disagree	16	6.8%
Strongly Disagree	11	4.6%
Not Applicable or No Information	10	4.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	74	31.2%
Agree	111	46.8%
Disagree	19	8.0%
Strongly Disagree	16	6.8%
Not Applicable or No Information	17	7.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	45	19.0%
Agree	114	48.1%
Disagree	41	17.3%
Strongly Disagree	30	12.7%
Not Applicable or No Information	7	3.0%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	69	29.1%
Agree	116	48.9%
Disagree	27	11.4%
Strongly Disagree	16	6.8%
Not Applicable or No Information	9	3.8%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	46	19.4%
Agree	111	46.8%
Disagree	43	18.1%
Strongly Disagree	28	11.8%
Not Applicable or No Information	9	3.8%

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Hazlehurst City School District serves a small, rural, and economically challenged community while maintaining relative stability across several operational and financial indicators. Enrollment has gradually declined over the past five years, with shifts in grade-level distribution and increasing student diversity. While average daily attendance has remained relatively stable, chronic absenteeism has risen significantly, particularly among vulnerable student groups, limiting consistent access to instruction. Academic performance remains below state averages across subjects, with the most pronounced gaps emerging in middle and high school, especially in English Language Arts and mathematics. Accountability outcomes have declined slightly in recent years, reflecting stagnation in proficiency and growth, as well as persistent subgroup gaps. Despite these challenges, the district demonstrates strengths in financial stability, experienced personnel, and a continued focus on instructional investment, positioning it to improve outcomes with targeted and strategic action.

DISTRICT STRENGTHS



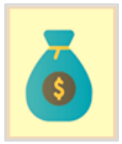
1) **Financial stability with a clear focus on instruction.** The district maintains a stable financial structure supported by a balanced mix of local, state, and federal funding. A significant portion of expenditures (58.8%) is dedicated to instruction, reflecting a strong commitment to classroom learning. Per-pupil spending has remained consistent, and operational funding has increased, indicating the district's ability to sustain core services.



2) **Experienced workforce and competitive compensation trends.** The percentage of experienced teachers has steadily increased, reaching 71.0%, while salaries for instructional staff have shown meaningful growth. This suggests improved retention and investment in human capital, which are critical factors in instructional quality and student outcomes.

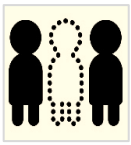


3) Commitment to supporting student learning and intervention efforts. The percentage of experienced teachers has steadily increased, reaching 71.0%, while salaries for instructional staff have shown meaningful growth. This suggests improved retention and investment in human capital, which are critical factors in instructional quality and student outcomes.



4) Stable revenue streams with moderate local support. Revenue sources remain balanced, with steady growth in state and local funding. The district operates without significant debt and maintains a moderate reliance on local taxation, contributing to overall fiscal stability.

DISTRICT CHALLENGES

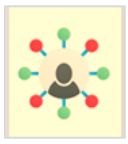


1) Rising chronic absenteeism impacting instructional time and outcomes. Chronic absenteeism has increased significantly, exceeding 40% in recent years, with rates surpassing 50% among students with disabilities. This trend represents a major barrier to academic progress and disproportionately affects high-need student groups.



2) Declining academic performance and widening gaps at upper grade levels. Assessment data indicate persistent underperformance compared to state averages, particularly in middle and high school. ELA proficiency declines sharply after elementary grades, while math and science outcomes remain low overall. High school readiness indicators, including ACT scores and Algebra I proficiency, reflect significant gaps.

3) Accountability decline and subgroup performance concerns. Accountability points have decreased over time, with notable declines in science and history proficiency and limited growth among the lowest-performing students. Significant achievement gaps exist between students with disabilities and their peers, as well as among other subgroups.

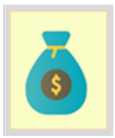


4) Staffing reductions and increased student-to-teacher ratios. A sharp decline in the number of classroom teachers has led to increased class sizes and higher student-to-teacher ratios. While experience levels have improved, reduced staffing capacity may impact instructional effectiveness and individualized support.



5) Enrollment decline and shifting student demographics. Overall enrollment has decreased, particularly in certain grade levels, while the district is experiencing increasing diversity, including growth in Hispanic

student populations. These shifts require adjustments in programming, staffing, and support services.



6) **Dependence on external funding sources** The district relies heavily on state and federal funding, with federal revenues showing recent declines. This creates potential long-term vulnerability, especially if funding levels change.

ACTIONABLE NEXT STEPS

0–90 DAYS: ALIGN, TARGET, AND LAUNCH

1) Implement a focused attendance response system. Identify students at risk of chronic absenteeism and establish weekly monitoring routines at each school. Assign staff to track attendance patterns, conduct outreach, and provide targeted supports, particularly for students with disabilities and other high-need groups.

2) Prioritize middle and high school academic intervention. Use current assessment data to identify priority standards and student groups. Implement targeted intervention blocks and ensure consistent instructional support in ELA and math, especially in grades 6–12.

3) Stabilize staffing and instructional delivery. Evaluate current staffing allocations and identify critical gaps, particularly in high-need areas such as special education and core content. Adjust schedules or provide support to reduce instructional strain where possible).

4) Communicate clear district priorities. Develop and share a concise set of district priorities focused on attendance, academic improvement, and subgroup performance to ensure alignment across schools.

3–9 MONTHS: IMPLEMENT WITH FIDELITY AND BUILD CAPACITY

1) Strengthen literacy and math systems across grade spans. Develop a structured approach to literacy and math intervention, including screening, progress monitoring, and consistent instructional practices across schools, with a focus on middle grades.

2) Expand targeted supports for high-need student groups. Enhance services for students with disabilities, English learners, and economically disadvantaged students through coordinated intervention strategies, progress monitoring, and instructional supports.

3) Improve teacher support and retention strategies. Provide mentoring, coaching, and professional learning opportunities for teachers, particularly in high-need content areas, while exploring incentives to retain experienced educators.

4) Enhance technology and resource access. Assess current technology needs and develop a plan to ensure students and teachers have reliable access to instructional tools and resources.

9–18 MONTHS: SUSTAIN, SCALE, AND PROTECT LONG-TERM STABILITY

1) Align funding to strategic priorities. Regularly evaluate spending to ensure resources are directed toward high-impact areas, including attendance initiatives, academic interventions, and staffing needs.

2) Strengthen college and career readiness pathways. Expand access to advanced coursework, career and technical education, and ACT preparation to improve postsecondary readiness outcomes.

3) Establish ongoing progress monitoring cycles. Implement quarterly district reviews that connect attendance, assessment data, and intervention outcomes to overall accountability performance, ensuring continuous improvement.

Bottom line: Hazlehurst City School District demonstrates stability in finance, staffing experience, and instructional investment; however, rising chronic absenteeism, declining academic performance, and persistent subgroup gaps present significant challenges. Focused efforts **on improving attendance, strengthening middle and high school instruction, and supporting high-need student groups** will be critical to improving outcomes and sustaining long-term success.

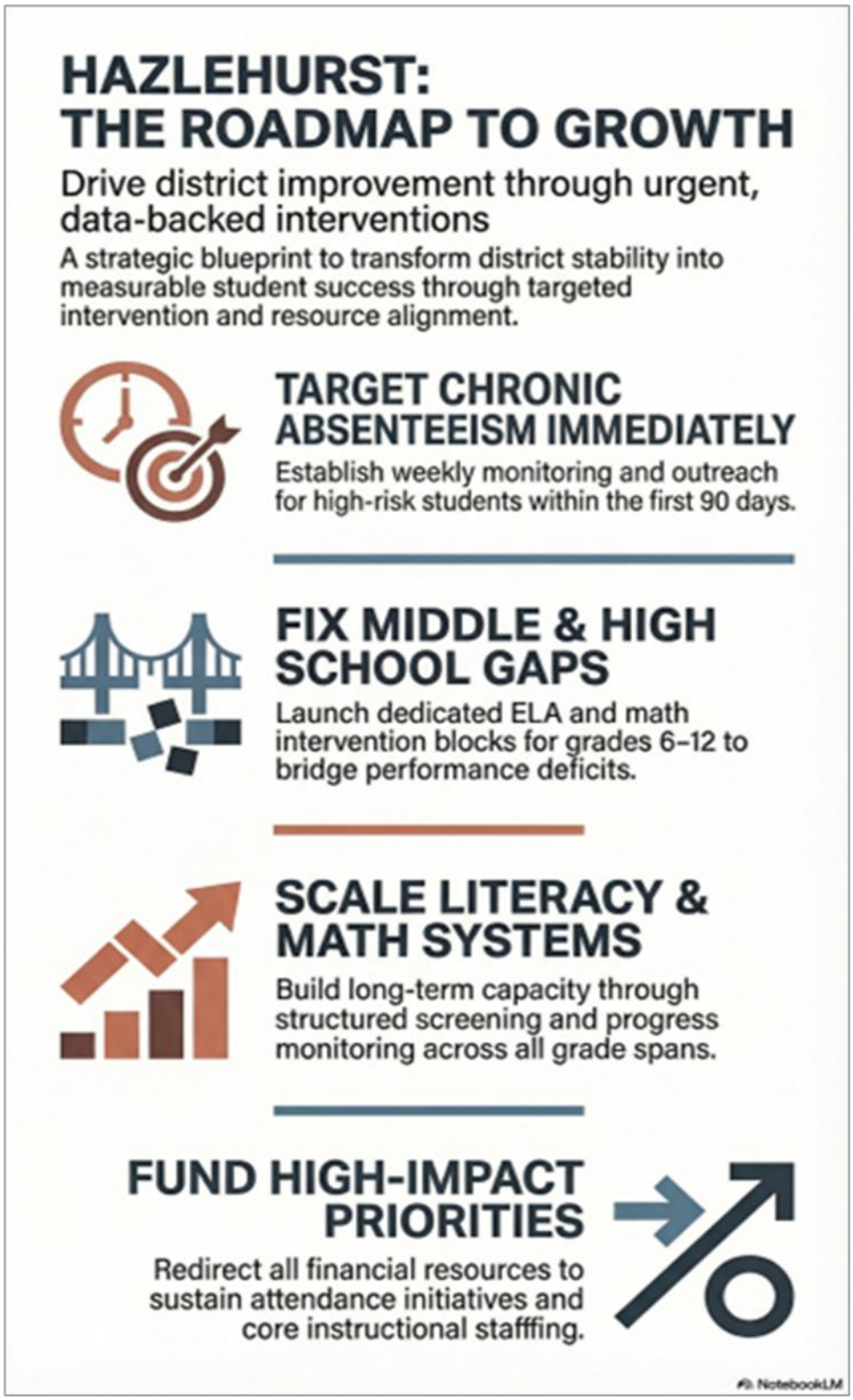


Figure 78: District Next Steps

NOTES

DISTRICT COMPREHENSIVE NEEDS SURVEY

INTRODUCTION

Stakeholders from Hazlehurst City 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. Seventy-eight (78) faculty members, twenty-four (24) parents, one hundred thirty-four (134) students, and one (1) community member 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; School Climate and Culture; Prekindergarten and Kindergarten; and Professional Development*. A summary of responses to open-ended questions can be found in other sections of this report.

DISTRICT FACULTY AND STAFF SURVEY

IDENTIFICATION

Please tell us whether you are a faculty/staff member, a parent, a student, or a community member.		
	Count	Percentage
Faculty/Staff Member	78	100.0%
Parent	0	0.0%
Student	0	0.0%
Community Member	0	0.0%

Please indicate the school in which you teach or work. If you have multiple teaching assignments, please choose your primary work place.		
	Count	Percentage
Hazlehurst Elementary School	40	51.3%
Hazlehurst Middle School	17	21.8%
Hazlehurst High School	21	26.9%

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	28	35.9%
Agree	46	59.0%
Disagree	2	2.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	2.6%

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

	Count	Percentage
Strongly Agree	32	41.0%
Agree	29	37.2%
Disagree	3	3.8%
Strongly Disagree	1	1.3%
Not Applicable or No Information	13	16.7%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	53.8%	34.6%	1.3%	0.0%	10.3%
Closing the achievement gap between diverse groups of students.	46.2%	42.3%	2.6%	0.0%	9.0%
Successful classroom management.	50.0%	41.0%	1.3%	0.0%	7.7%
Teaching special needs students.	41.0%	39.7%	5.1%	1.3%	12.8%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	39.7%	42.3%	7.7%	1.3%	9.0%

Identify the educational needs of the students at your school who meet the homeless definition.		
	Count	Percentage
Expedited evaluation services for students with learning disabilities	43	7.9%
Expedited evaluation services for students with limited english	47	8.7%
Expedited evaluation services for gifted and talented students	26	4.8%
Additional academic support	52	9.6%
Tutoring	52	9.6%
Enrichment educational services	39	7.2%
Counseling	52	9.6%
Mentors	40	7.4%
School supplies	54	10.0%
School uniforms	42	7.7%
Dental referrals	29	5.4%
Medical referrals	35	6.5%
Bullying assistance	31	5.7%

TITLE IV-A

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	39	50.0%
Agree	30	38.5%
Disagree	4	5.1%
Strongly Disagree	1	1.3%
Not Applicable or No Information	4	5.1%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	32	41.0%
Agree	38	48.7%
Disagree	5	6.4%
Strongly Disagree	1	1.3%
Not Applicable or No Information	2	2.6%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	26	33.3%
Agree	36	46.2%
Disagree	9	11.5%
Strongly Disagree	4	5.1%
Not Applicable or No Information	3	3.8%

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

	Count	Percentage
Strongly Agree	34	43.6%
Agree	28	35.9%
Disagree	4	5.1%
Strongly Disagree	1	1.3%
Not Applicable or No Information	11	14.1%

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

	Count	Percentage
Embed multicultural education throughout the curriculum	42	9.9%
Utilize technology such as class websites, blogs, and videos	56	13.1%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	49	11.5%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	57	13.4%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	53	12.4%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	50	11.7%
Use bilingual handouts and cues	29	6.8%
Use visual displays, portable white boards, and posters when giving instructions	47	11.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	43	10.1%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	43	32.1%
Teachers provide unique instructional time inside the classroom for English instruction.	39	29.1%
Mentoring with another student	41	30.6%
Not Applicable	11	8.2%
Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	38	48.7%
No	40	51.3%
Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	Percentage
Language Spoken in the Home	55	11.4%
Language Proficiency of the Parent	38	7.9%
Level of Parental Involvement	32	6.6%
Family income and socioeconomic status	19	3.9%
Visual Screening Result	35	7.2%
Auditory Screening Result	33	6.8%
Grade Retention (if applicable)	25	5.2%
Number of Failed Courses	25	5.2%
Dropout Status (if applicable)	16	3.3%
Enrichment programs/activities	30	6.2%
Supplemental Academic Instruction	32	6.6%
Behavioral Supports	27	5.6%
Counseling Services	27	5.6%
Discipline Records	19	3.9%
Social-Emotional Learning Services	28	5.8%
Social Behavioral Assessment Inventory Score	22	4.5%
Mental Health Supports	21	4.3%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	9	9.0%
Mental Health Services	9	9.0%
Counseling	12	12.0%
Transitional Services	7	7.0%
Not applicable	63	63.0%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	20	25.6%
No	12	15.4%
Not applicable	46	59.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	43	55.1%
Agree	31	39.7%
Disagree	1	1.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	3.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	32	41.0%
Agree	40	51.3%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	6	7.7%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	22	28.2%
Agree	42	53.8%
Disagree	10	12.8%
Strongly Disagree	2	2.6%
Not Applicable or No Information	2	2.6%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	29	37.2%
Agree	37	47.4%
Disagree	7	9.0%
Strongly Disagree	4	5.1%
Not Applicable or No Information	1	1.3%
his school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	21	26.9%
Agree	42	53.8%
Disagree	11	14.1%
Strongly Disagree	1	1.3%
Not Applicable or No Information	3	3.8%
For the most part, the size of classes here does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	24	30.8%
Agree	35	44.9%
Disagree	7	9.0%
Strongly Disagree	7	9.0%
Not Applicable or No Information	5	6.4%
The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	32	41.0%
Agree	32	41.0%
Disagree	9	11.5%
Strongly Disagree	2	2.6%
Not Applicable or No Information	3	3.8%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	48	61.5%
Agree	19	24.4%
Disagree	0	0.0%
Strongly Disagree	1	1.3%
Not Applicable or No Information	10	12.8%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	21	26.9%
Agree	31	39.7%
Disagree	16	20.5%
Strongly Disagree	6	7.7%
Not Applicable or No Information	4	5.1%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	25	32.1%
Agree	34	43.6%
Disagree	7	9.0%
Strongly Disagree	4	5.1%
Not Applicable or No Information	8	10.3%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	44	56.4%
No	34	43.6%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?		
	Count	Percentage
Yes	33	42.3%
No	45	57.7%

DISTRICT PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	8	33.3%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	3	12.5%
Not Applicable or No Information	1	4.2%

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

	Count	Percentage
Abuse Prevention	4	4.3%
Computer Classes	10	10.9%
Conflict Resolution	4	4.3%
Discipline	6	6.5%
Drug/Alcohol Awareness	6	6.5%
English as a Second Language	4	4.3%
Health Classes	5	5.4%
Literacy Classes	6	6.5%
Math Classes	7	7.6%
Parent-to-School Relationships	7	7.6%
Parent/Child Communication	7	7.6%
Preparing for College	4	4.3%
Parenting Workshops	8	8.7%
Social Media Classes	4	4.3%
Stress/Anger Management	5	5.4%
Understanding College- and Career-Ready Standards	5	5.4%

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	3	5.9%
District and/or school newsletters	7	13.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	11	21.6%
Resource materials for parental training	6	11.8%
Training for parents to work with other parents on becoming involved in the schools	11	21.6%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	5.9%
Home/School folders	3	5.9%
Home/School Planners	7	13.7%

TITLE IV-A

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	14	23.3%
Supporting college and career counseling	7	11.7%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	17	28.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	11	18.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	11	18.3%

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	12.1%
Providing school-based mental health services and counseling	10	10.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	10	10.1%
Establishing or improving dropout prevention	9	9.1%
Supporting re-entry programs and transition services for Justice-involved youth	8	8.1%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	10	10.1%
Implementing systems and practices to prevent bullying and harassment	18	18.2%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	13	13.1%
Establishing community partnerships	9	9.1%

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	17	27.4%
Building technological capacity and infrastructure	11	17.7%
Carrying out innovative blended learning projects	8	12.9%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	14	22.6%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	12	19.4%

The district has an Internet policy for students that meet the requirements of the Children's Internet Protection Act (CIPA).		
	Count	Percentage
Strongly Agree	11	45.8%
Agree	8	33.3%
Disagree	1	4.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	2	8.3%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	3	12.5%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	4	16.7%
Agree	10	41.7%
Disagree	5	20.8%
Strongly Disagree	2	8.3%
Not Applicable or No Information	3	12.5%

Is your child an English Language Learner?		
	Count	Percentage
Yes	13	54.2%
No	11	45.8%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	11	61.1%
Mentoring	3	16.7%
Academic or career counseling	1	5.6%
Mental Health counseling	3	16.7%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	9	69.2%
No	4	30.8%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	9	69.2%
No	4	30.8%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	10	41.7%
Agree	10	41.7%
Disagree	2	8.3%
Strongly Disagree	2	8.3%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	8	33.3%
Agree	10	41.7%
Disagree	4	16.7%
Strongly Disagree	2	8.3%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	5	20.8%
Agree	12	50.0%
Disagree	3	12.5%
Strongly Disagree	4	16.7%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	3	12.5%
Agree	11	45.8%
Disagree	6	25.0%
Strongly Disagree	3	12.5%
Not Applicable or No Information	1	4.2%
Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	9	37.5%
Agree	10	41.7%
Disagree	1	4.2%
Strongly Disagree	3	12.5%
Not Applicable or No Information	1	4.2%
In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	11	12.2%
Checked my child's grades/assignments online	14	15.6%
Been in contact with my child's teacher	17	18.9%
Received a newsletter from the district, school, or teacher	17	18.9%
Worked with a committee or group on school or district policies	4	4.4%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	8	8.9%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	13	14.4%
Volunteered at my child's school	6	6.7%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	6	25.0%
Agree	9	37.5%
Disagree	4	16.7%
Strongly Disagree	3	12.5%
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	5	20.8%
Agree	15	62.5%
Disagree	1	4.2%
Strongly Disagree	3	12.5%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	12	50.0%
Agree	9	37.5%
Disagree	1	4.2%
Strongly Disagree	2	8.3%
Not Applicable or No Information	0	0.0%

DISTRICT STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	30	22.4%
Agree	83	61.9%
Disagree	10	7.5%
Strongly Disagree	2	1.5%
Not Applicable or No Information	9	6.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	20	14.9%
Agree	80	59.7%
Disagree	21	15.7%
Strongly Disagree	6	4.5%
Not Applicable or No Information	7	5.2%

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

	Count	Percentage
Strongly Agree	39	29.1%
Agree	60	44.8%
Disagree	25	18.7%
Strongly Disagree	5	3.7%
Not Applicable or No Information	5	3.7%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	30	22.4%
Agree	64	47.8%
Disagree	15	11.2%
Strongly Disagree	5	3.7%
Not Applicable or No Information	20	14.9%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	48	35.8%
Agree	65	48.5%
Disagree	12	9.0%
Strongly Disagree	5	3.7%
Not Applicable or No Information	4	3.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	24	17.9%
Agree	66	49.3%
Disagree	25	18.7%
Strongly Disagree	12	9.0%
Not Applicable or No Information	7	5.2%

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

	Count	Percentage
Strongly Agree	31	23.1%
Agree	61	45.5%
Disagree	18	13.4%
Strongly Disagree	10	7.5%
Not Applicable or No Information	14	10.4%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	73	25.9%
Additional academic support	15	5.3%
Tutoring	22	7.8%
Counseling	6	2.1%
A mentor	9	3.2%
School supplies	32	11.3%
Structured note taking mechanisms	16	5.7%
The teacher slows speech at times to help you understand	26	9.2%
The teacher uses gestures and demonstrations	25	8.9%
Use think aloud and think pair shares	20	7.1%
Use of bilingual handouts and cues	14	5.0%
Use of display word walls with high frequency words	24	8.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	38	28.4%
Agree	67	50.0%
Disagree	13	9.7%
Strongly Disagree	9	6.7%
Not Applicable or No Information	7	5.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	34	25.4%
Agree	60	44.8%
Disagree	15	11.2%
Strongly Disagree	14	10.4%
Not Applicable or No Information	11	8.2%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	18	13.4%
Agree	59	44.0%
Disagree	28	20.9%
Strongly Disagree	24	17.9%
Not Applicable or No Information	5	3.7%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	33	24.6%
Agree	70	52.2%
Disagree	16	11.9%
Strongly Disagree	9	6.7%
Not Applicable or No Information	6	4.5%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	19	14.2%
Agree	54	40.3%
Disagree	31	23.1%
Strongly Disagree	24	17.9%
Not Applicable or No Information	6	4.5%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	37	27.6%
Agree	64	47.8%
Disagree	16	11.9%
Strongly Disagree	10	7.5%
Not Applicable or No Information	7	5.2%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	24	17.9%
Agree	72	53.7%
Disagree	24	17.9%
Strongly Disagree	9	6.7%
Not Applicable or No Information	5	3.7%

DISTRICT COMMUNITY SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state 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%

TITLE IV-A

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

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the 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%

Citizenship is effectively taught in our schools.

	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%

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	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 keep current with news about the school, as reported by the local media.		
	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 understand the mission of the school in our community.		
	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 goals of the school are consistent with local values held by the community.		
	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%

In our community parents are involved in their children's education.		
	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 schools have a positive impact on the community's property values.		
	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

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	1	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%

PRESCHOOL AND KINDERGARTEN

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

One community member responded to the open-ended response questions. The respondent stated, “Our district connects with community stakeholders for better outcomes of student success.” It was also noted that the school is “too open,” indicating a need for increased safety measures.



NOTES

HAZLEHURST ELEMENTARY SCHOOL

INTRODUCTION

Hazlehurst Elementary School is located at 112 School Drive in Hazlehurst, Mississippi, and serves students in prekindergarten through fifth grade (PK-5). The school serves six hundred twenty-seven (627) students and maintains a student-teacher ratio of about 16:1. Hazlehurst Elementary plays a vital role in establishing a strong academic and social foundation for young learners in the Hazlehurst City School District. With a focus on early literacy, numeracy, and whole-child development, the school works to ensure that all students are prepared for continued success as they transition to middle school.

Hazlehurst Elementary School is led by Principal Kim Luckett-Langston, along with Assistant Principals Marvin Davis and Vonnie Byrd, who provide consistent leadership and support for both students and staff. The school fosters a collaborative environment where teachers, paraprofessionals, parents, and community members work together to support student growth and achievement. Instructional practices emphasize differentiated learning, targeted interventions, and the use of data to guide decision-making and improve outcomes for all students.



The school also prioritizes positive school culture and student engagement through recognition programs, family involvement opportunities, and access to instructional resources, including digital tools and library services. Hazlehurst Elementary remains committed to continuous improvement and aligns its goals with the broader mission of the district by promoting leadership, responsibility, and critical thinking among students. Through these efforts, the school continues to build a supportive and structured environment where students can thrive academically and socially.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

HAZLEHURST ELEMENTARY SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	677	635	615	643	627
PK	*	*	*	39	37
K	92	101	96	105	100
GR_01	90	98	98	101	109
GR_02	115	89	94	96	98
GR_03	107	125	111	106	97
GR_04	103	83	97	98	88
GR_05	127	97	78	98	98
					(MDE, 2025m)



Figure 79: Hazlehurst Elementary School Enrollment by Grade Level

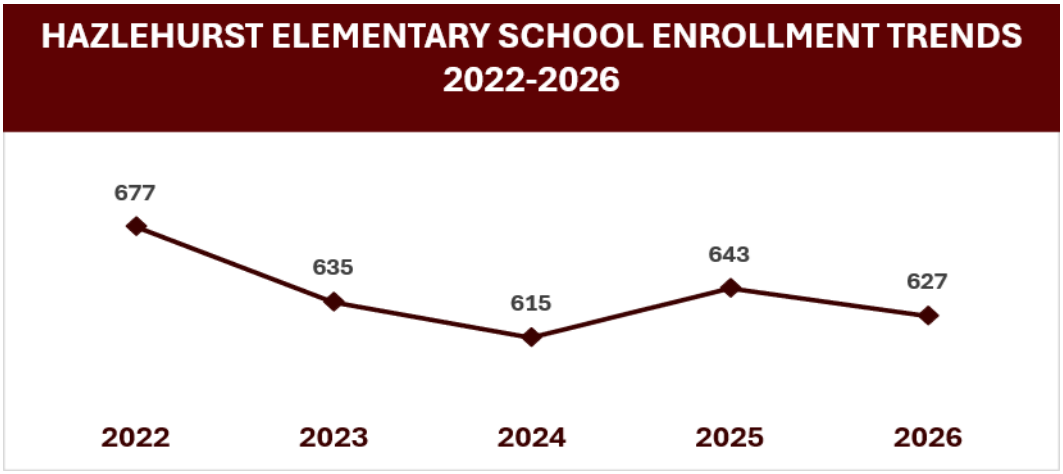


Figure 80: Hazlehurst Elementary School Enrollment Trends 2022-2026

HAZLEHURST ELEMENTARY SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	677	635	615	643	627
GENDER	FEMALE	335	323	302	315	307
	MALE	342	312	313	328	320
RACE	ALASKAN NATIVE OR NATIVE AMERICAN	*		*	*	*
	BLACK OR AFRICAN AMERICAN	542	487	474	475	463
	HISPANIC OR LATINO	101	117	116	136	136
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	*	*	*	*	*
	TWO OR MORE RACES	21	20	14	20	16
	WHITE	11	*	*	*	*
						(MDE, 2025m)

Figure 81: Hazlehurst Elementary School Enrollment by Demographic Group

HAZLEHURST ELEMENTARY SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	80.1%	73.8%	-6.2%
HISPANIC OR LATINO	14.9%	21.7%	6.8%
TWO OR MORE RACES	3.1%	2.6%	-0.6%

Figure 82: Hazlehurst Elementary School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

HAZLEHURST ELEMENTARY SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	545.1	521.5	585.8
PK			39.8
K	91.7	84.3	95.4
GR_01	88.0	88.9	91.5
GR_02	81.9	85.5	85.6
GR_03	112.8	99.8	97.0
GR_04	76.4	89.2	89.3
GR_05	91.6	71.4	87.2
(MDE, 2023o, 2024q, 2025s)			

Figure 83: Hazlehurst Elementary School Average Daily Attendance

HAZLEHURST ELEMENTARY SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	85.8%	84.8%	91.1%
PK			102.2%
K	90.8%	87.8%	90.8%
GR_01	89.8%	90.7%	90.6%
GR_02	92.0%	90.9%	89.2%
GR_03	90.2%	89.9%	91.5%
GR_04	92.1%	91.9%	91.1%
GR_05	94.4%	91.5%	88.9%
(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 84: Hazlehurst Elementary School Estimated Average Daily Attendance as Percentage of Enrollment

HAZLEHURST ELEMENTARY SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	26.9	33.7	31.5
GENDER	FEMALE	23.5	33.2	31.7
	MALE	30.3	34.1	31.3
DISABILITY	STUDENTS WITH DISABILITIES	45.3	48.3	46.6
	STUDENTS WITHOUT DISABILITIES	25.3	32.3	29.0
EL	LIMITED ENGLISH PROFICIENCY	17.0	15.2	13.9
RACE	BLACK OR AFRICAN AMERICAN	28.4	35.8	34.2
	WHITE	45.5	72.7	≤5%
	ALASKAN NATIVE OR NATIVE AMERICAN		≤5%	≤5%
	HISPANIC OR LATINO	16.0	21.4	15.1
	NATIVE HAWAIIAN OR PACIFIC ISLANDER	≤5%	≤5%	≤5%
	TWO OR MORE RACES	40.0	46.7	47.8
				(MDE, 2026f)

Figure 85: Hazlehurst Elementary School Chronic Absence by Demographic Group



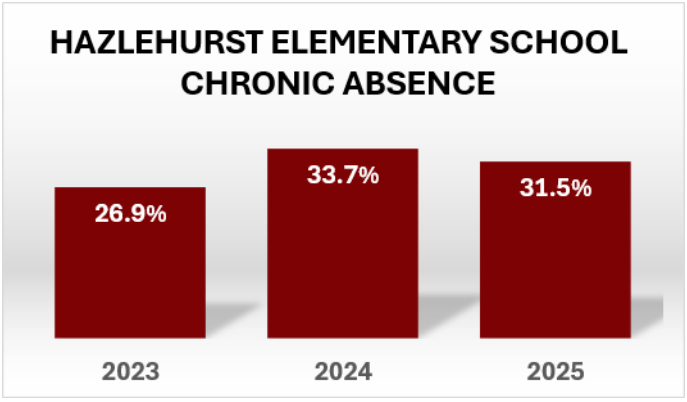


Figure 86: Hazlehurst Elementary School Chronic Absence

HES Enrollment and Attendance Takeaways

Hazlehurst Elementary School's data reflects **declining but stabilizing enrollment** alongside **improving attendance outcomes**. Enrollment decreased from **677 students in 2022 to 615 in 2024**, followed by a rebound to **643 in 2025** and a slight drop to **627 in 2026**, indicating **overall fluctuation with gradual stabilization**. Demographic trends show a **decrease in Black/African American students** and an **increase in Hispanic/Latino enrollment**, suggesting a shift in student population. Attendance trends are more encouraging. **Average daily attendance (ADA)** improved from **84.8% in 2024 to 91.1% in 2025**, showing a strong recovery. However, **chronic absenteeism remains a concern**, rising from **26.9% in 2023 to 33.7% in 2024**, with only a slight improvement to **31.5% in 2025**. This indicates that while overall attendance is improving, a **core group of students continues to miss significant instructional time**, highlighting the need for targeted interventions.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

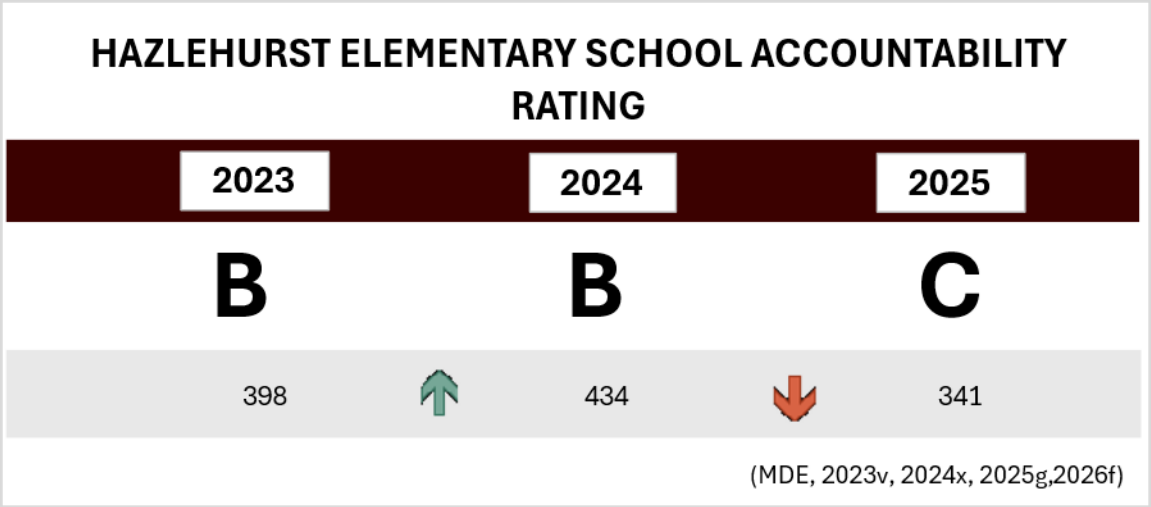


Figure 87: Hazlehurst Elementary School Accountability Rating

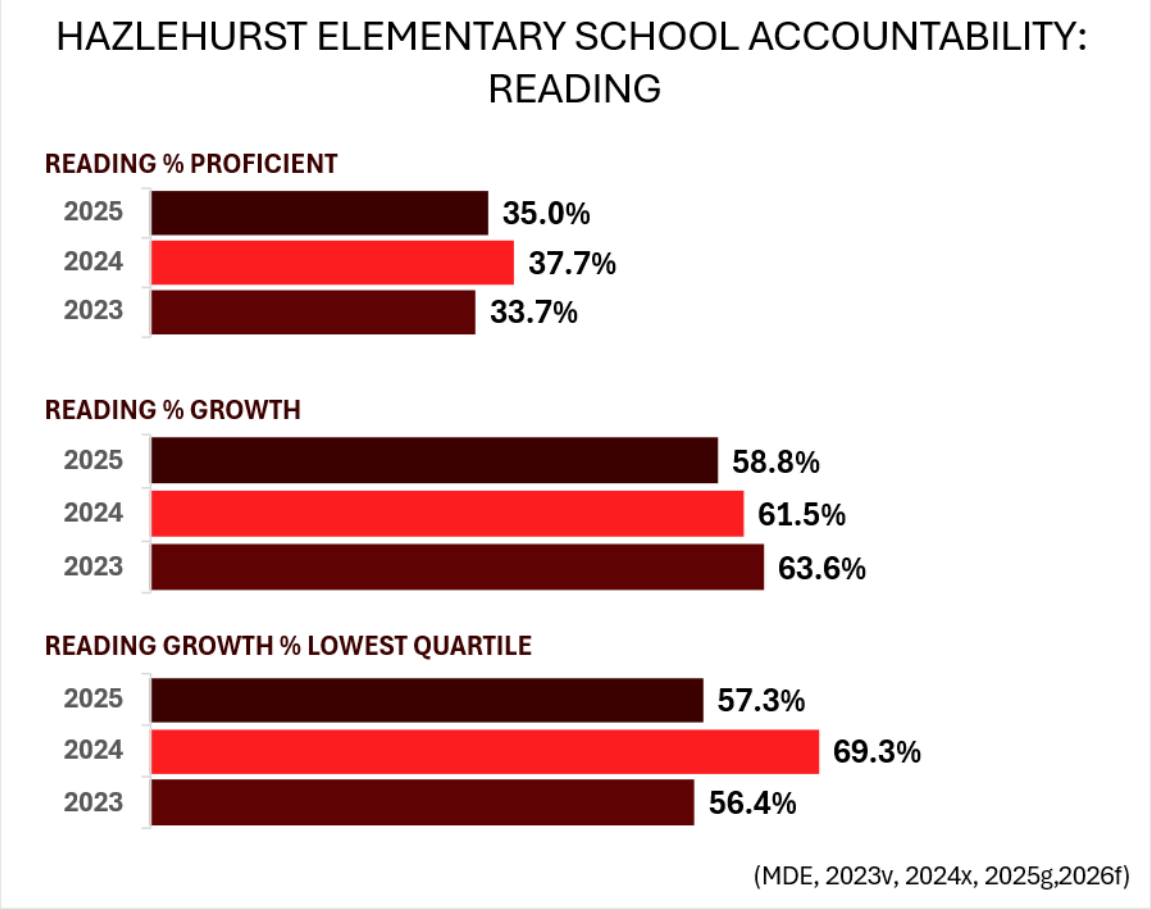


Figure 88: Hazlehurst Elementary School Accountability: Reading

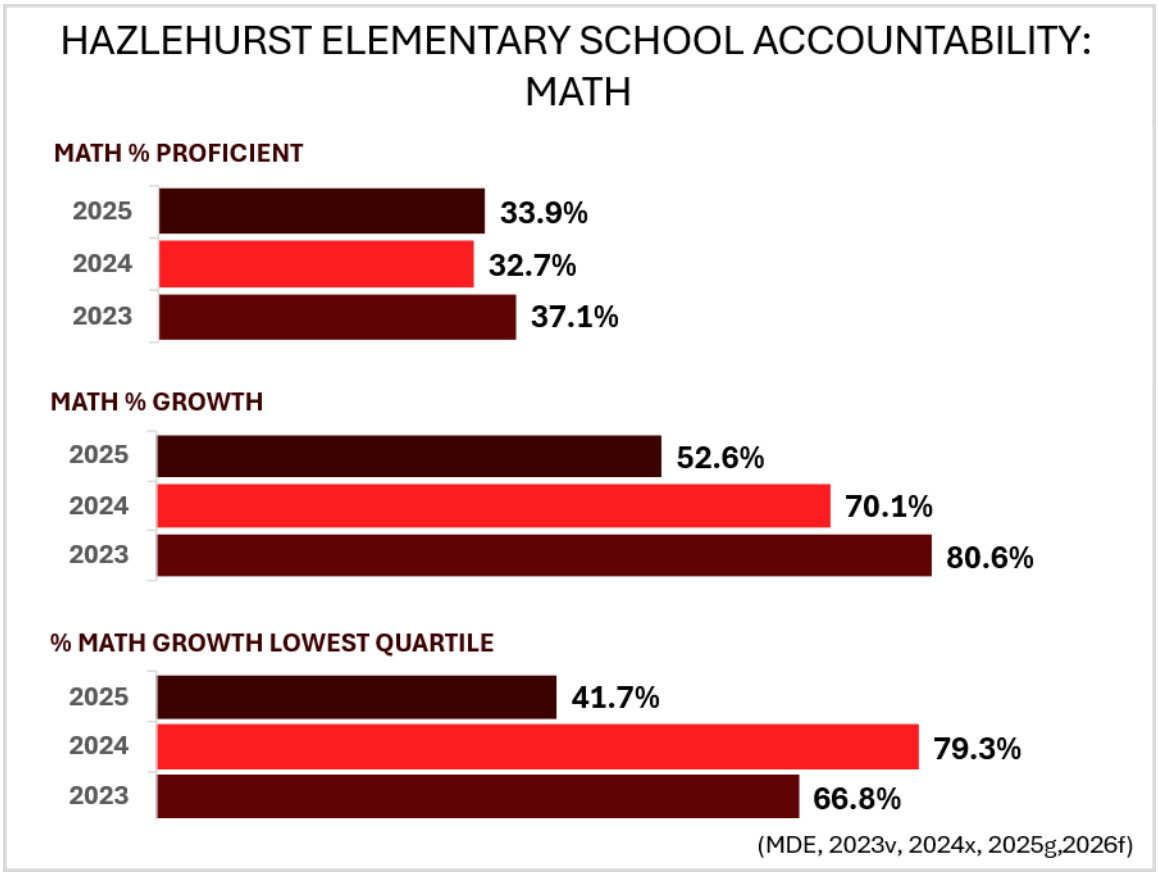


Figure 89: Hazlehurst Elementary School Accountability: Math

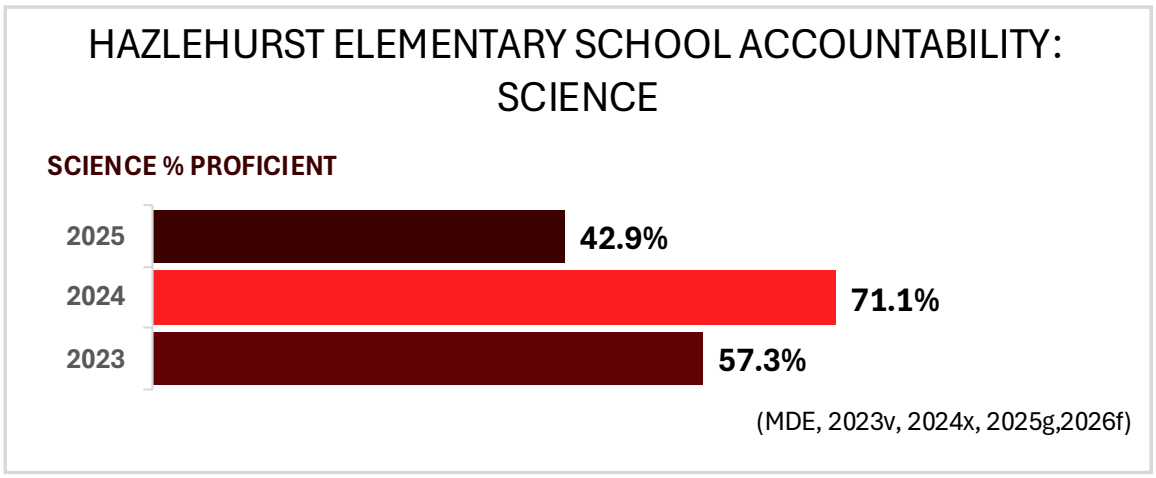


Figure 90: Hazlehurst Elementary School Accountability: Science

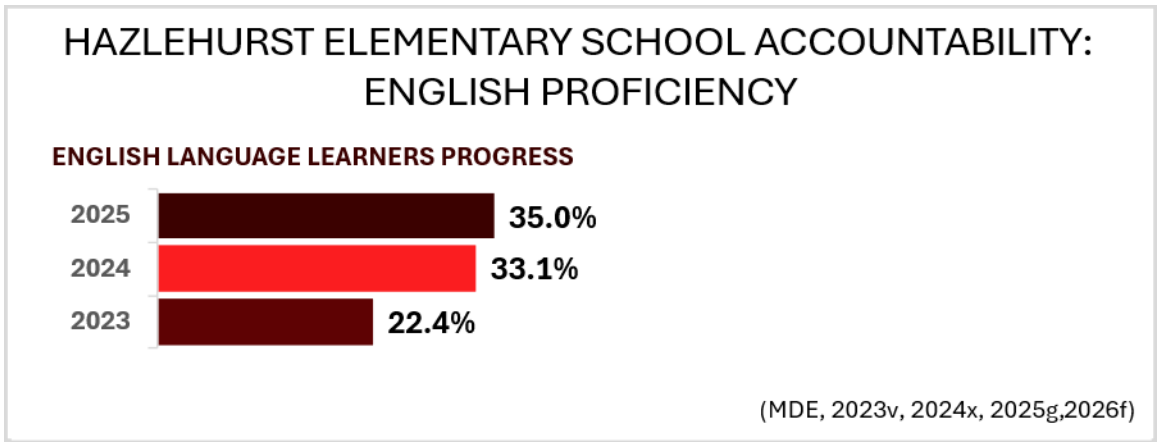


Figure 91: Hazlehurst Elementary School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

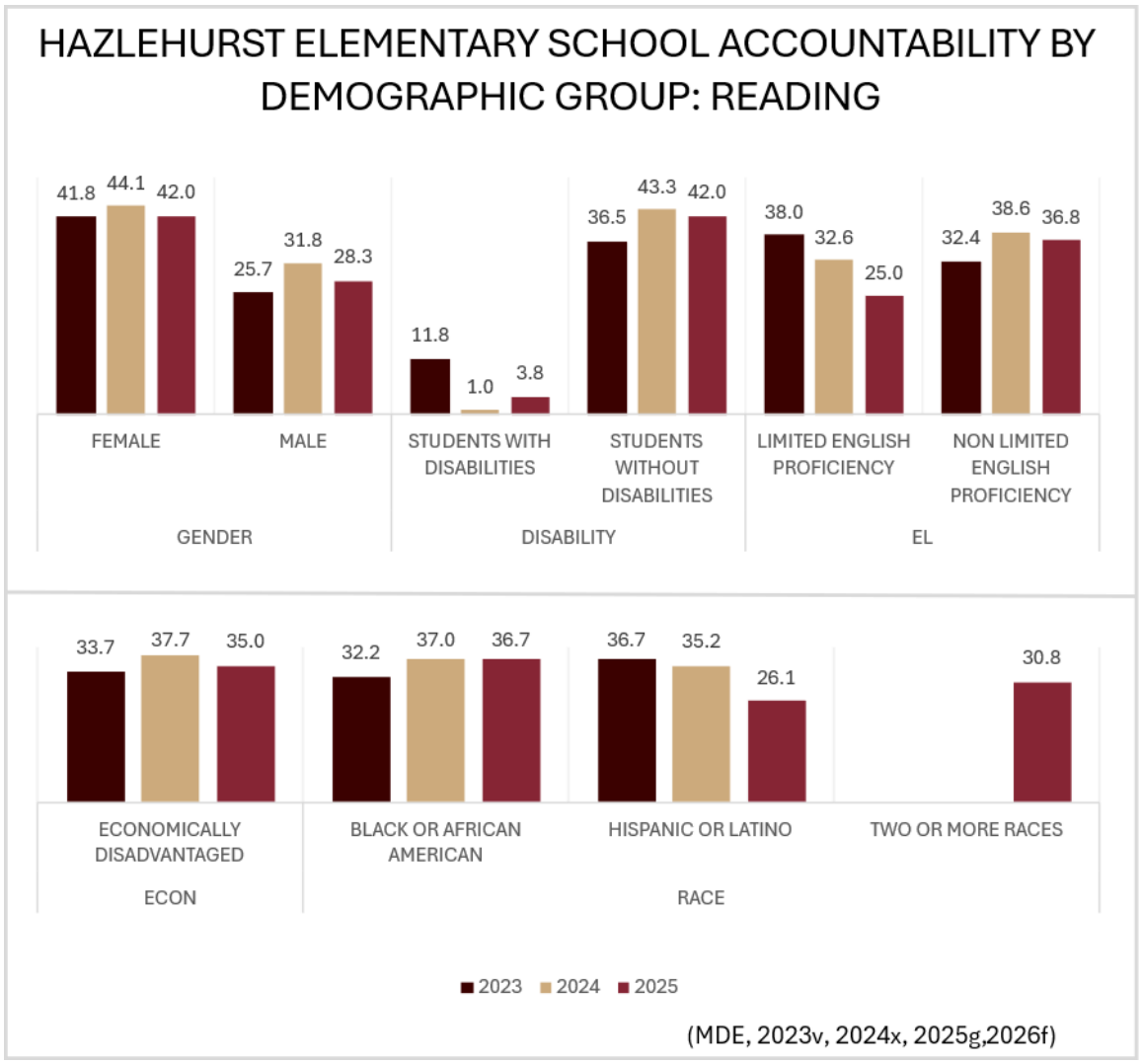


Figure 92: Hazlehurst Elementary School Accountability by Demographic Group: Reading

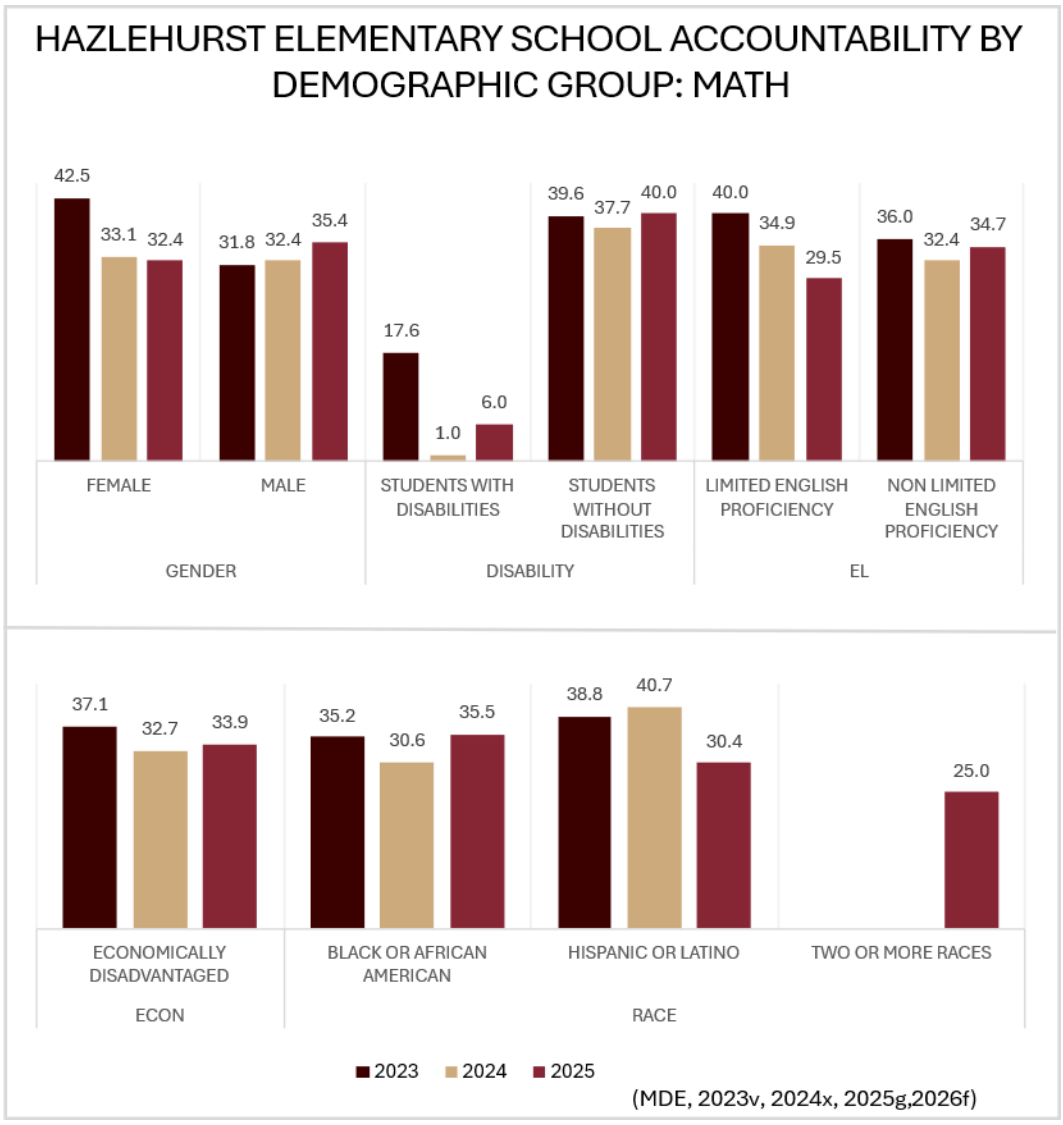


Figure 93: Hazlehurst Elementary School Accountability by Demographic Group: Math



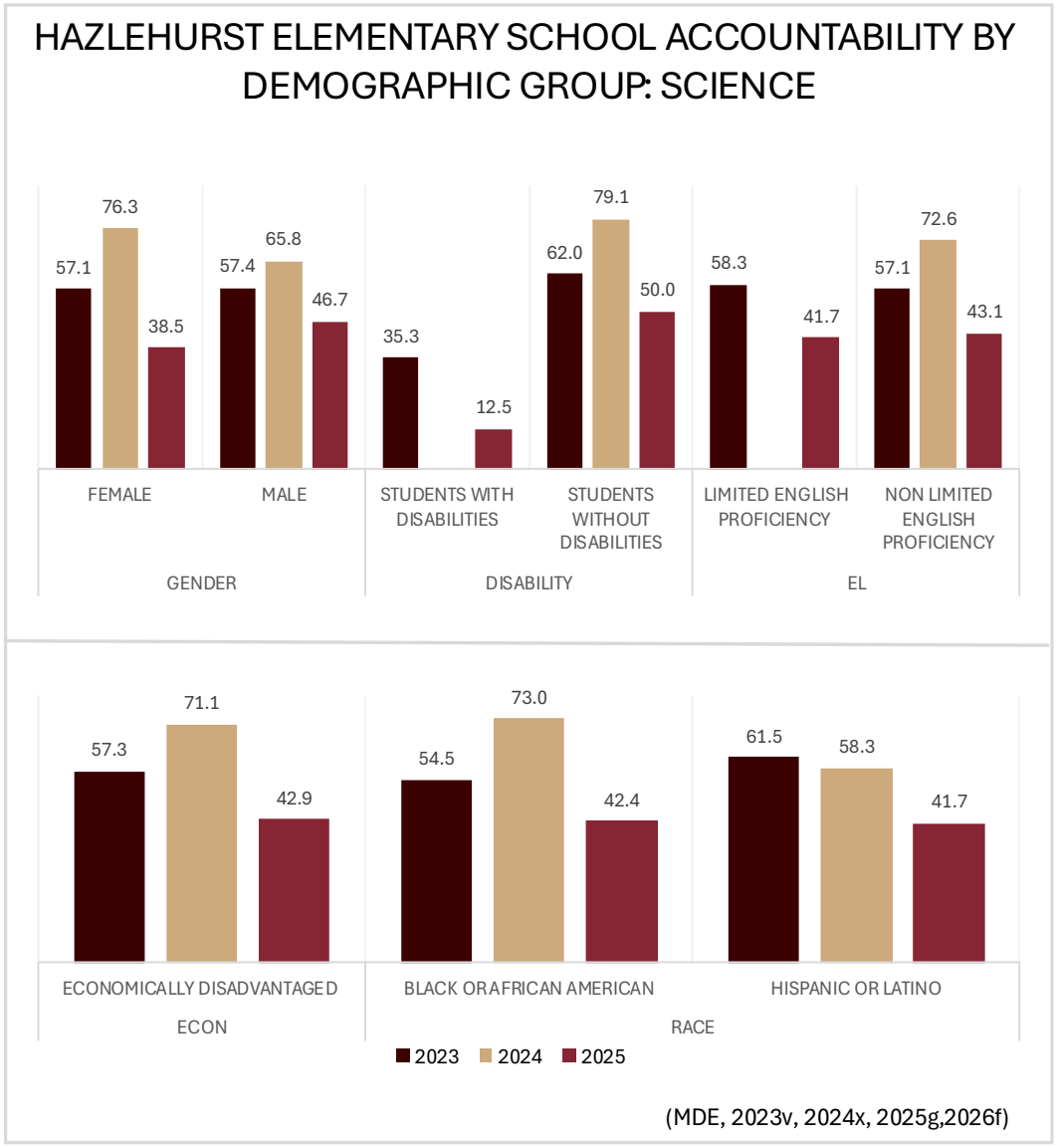
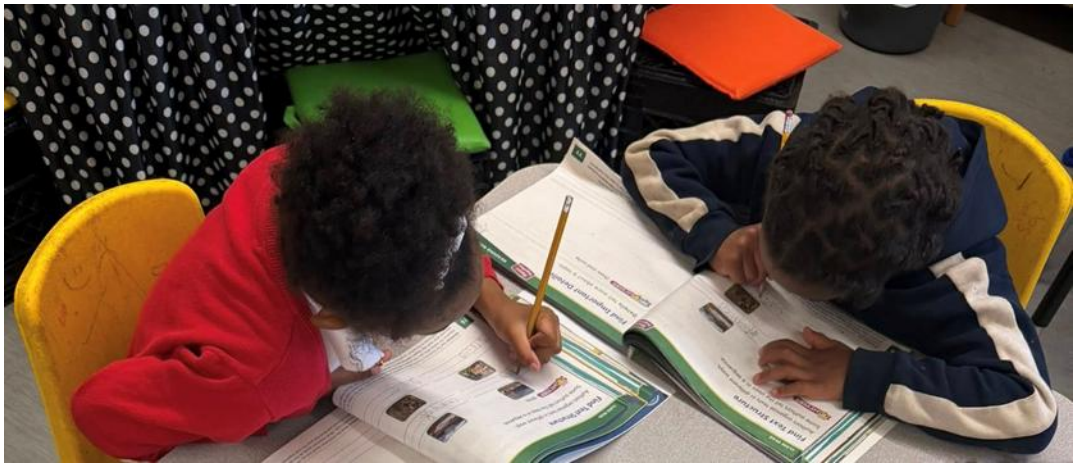


Figure 94: Hazlehurst Elementary School Accountability by Demographic Group: Science



PROFICIENCY GAP TO GOAL

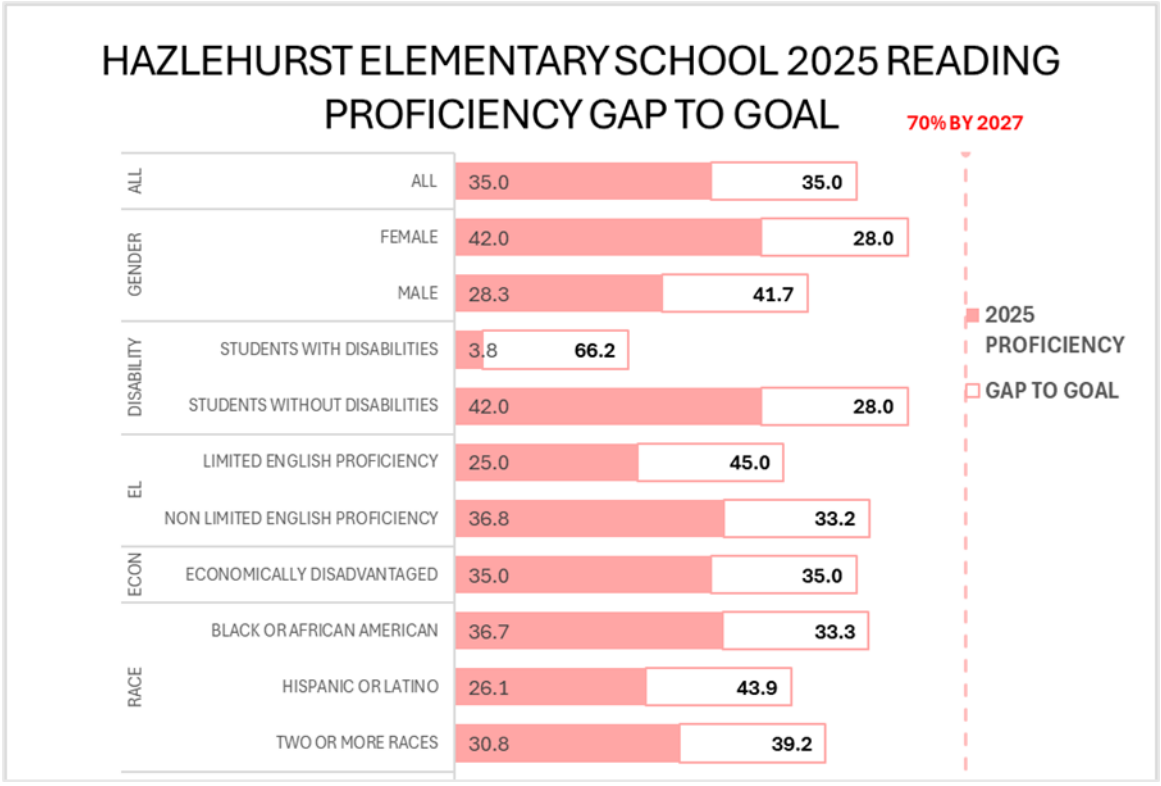


Figure 95: Hazlehurst Elementary School 2025 Reading Proficiency Gap to Goal

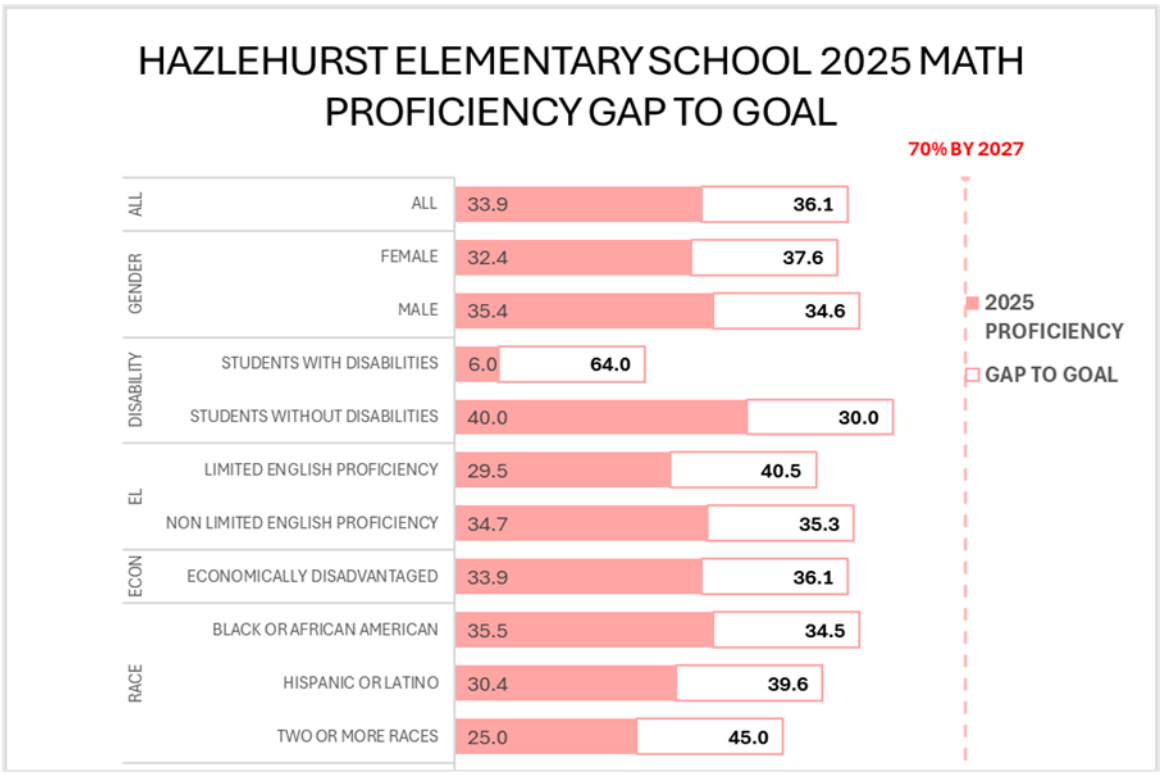


Figure 96: Hazlehurst Elementary School 2025 Math Proficiency Gap to Goal

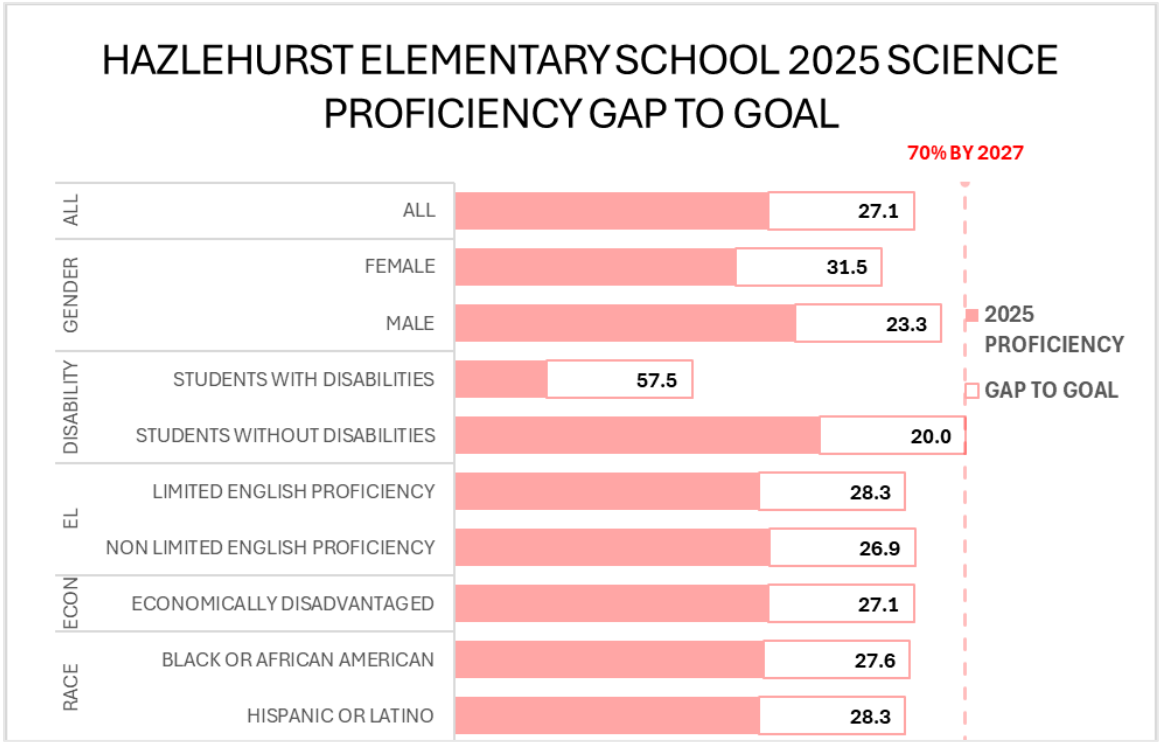


Figure 97: Hazlehurst Elementary School 2025 Science Proficiency Gap to Goal

HES ACCOUNTABILITY TAKEAWAYS

Hazlehurst Elementary School's accountability data indicates a **decline in overall performance**, with the school rating dropping from a **"B" in 2023 and 2024 to a "C" in 2025**, alongside a decrease in tested enrollment. Academic trends show **mixed proficiency but notable declines in growth**, particularly in mathematics and science. In **reading**, proficiency remained relatively stable (33.7% in 2023 to 35.0% in 2025); however, **growth decreased** from 63.6% to 58.8%, with a sharp decline in **lowest quartile growth** following a 2024 peak. **Math proficiency** showed a slight recovery in 2025 (33.9%) after a dip in 2024, but **growth dropped significantly** from 80.6% in 2023 to 52.6% in 2025. The **lowest quartile in math** experienced a substantial decline, indicating widening achievement gaps. **Science proficiency** fell dramatically from 71.1% in 2024 to 42.9% in 2025, representing the most significant content-area concern. Conversely, **English Learner progress improved steadily**, increasing from 22.4% in 2023 to 35.0% in 2025. Demographic data highlights **persistent gaps among students with disabilities and English learners**, while economically disadvantaged students remained relatively stable.

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.

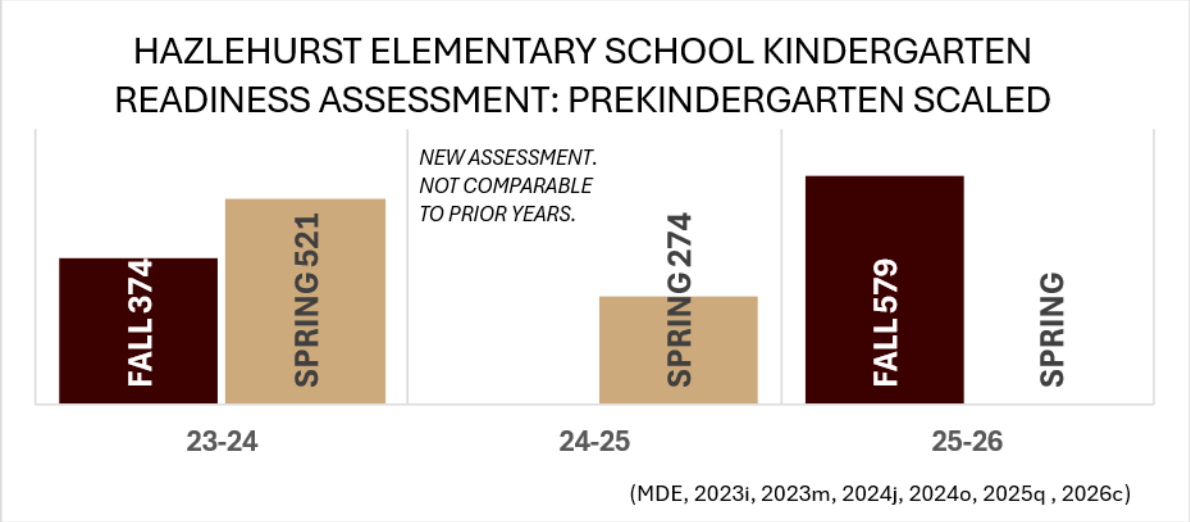


Figure 98: Hazlehurst Elementary School Kindergarten Readiness Assessment: Prekindergarten Scaled Scores

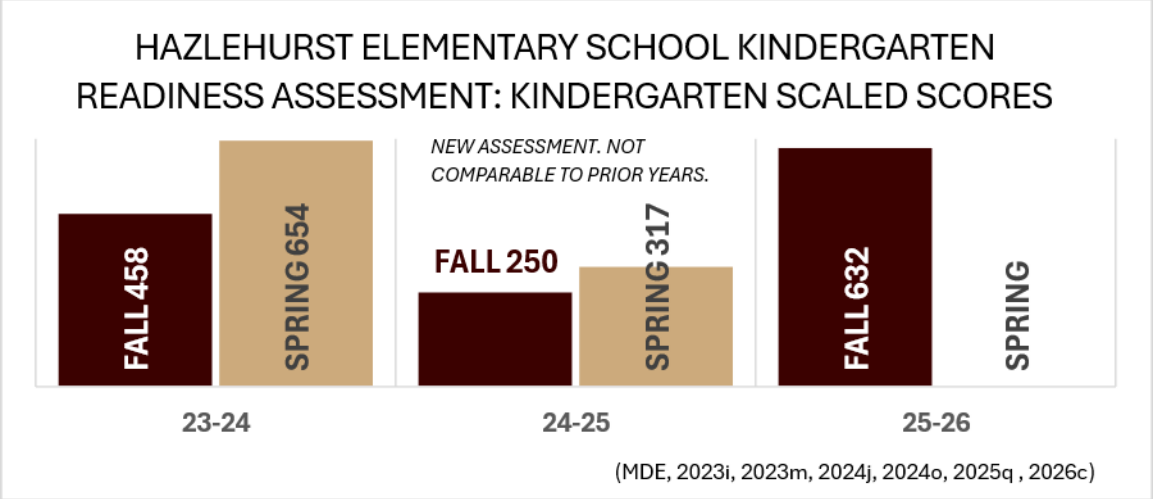


Figure 99: Hazlehurst Elementary School Kindergarten Readiness Assessment: Kindergarten Scaled Scores

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

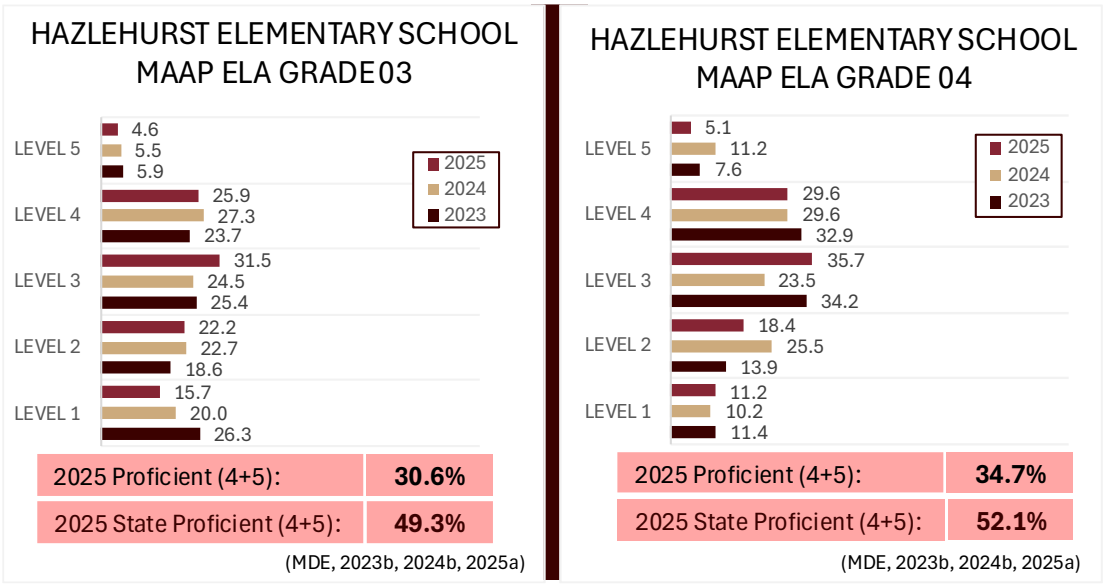


Figure 100: Hazlehurst Elementary School MAAP ELA Grades 3 and 4

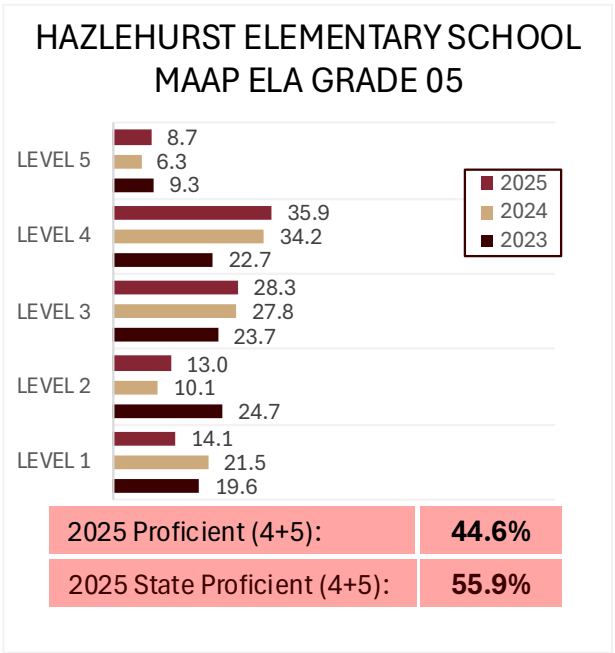
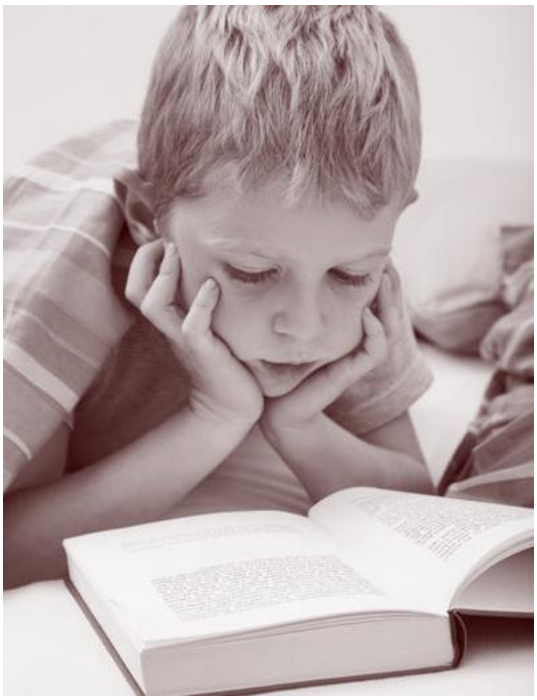


Figure 101: Hazlehurst Elementary School MAAP ELA Grade 5



MAAP MATH

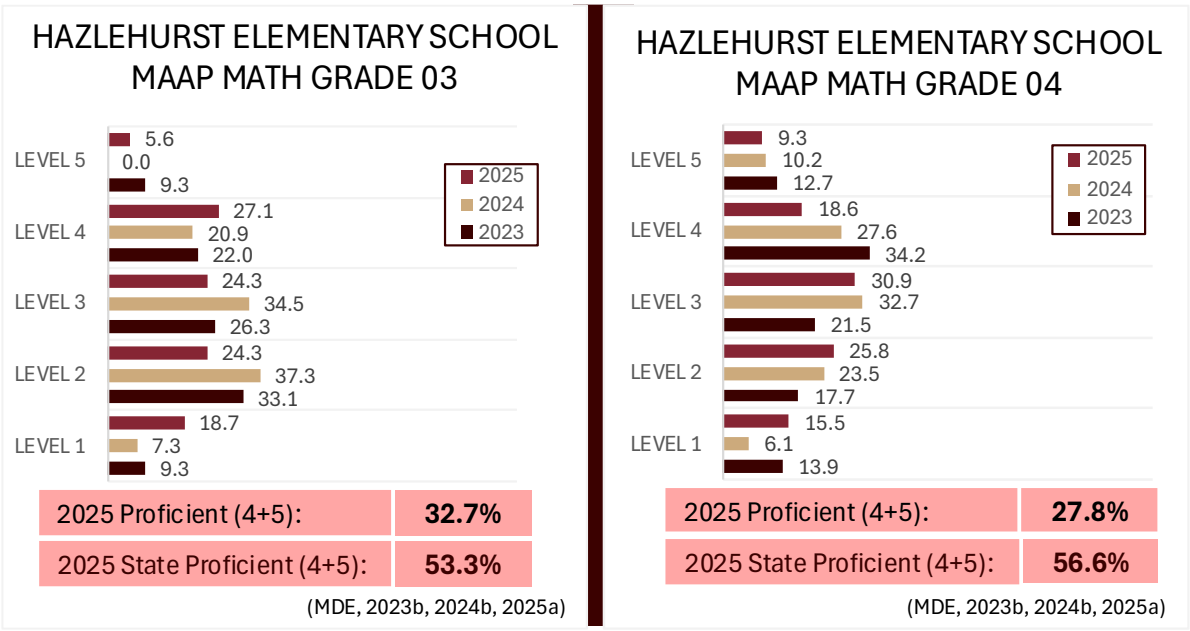


Figure 102: Hazlehurst Elementary School MAAP Math Grades 3 and 4

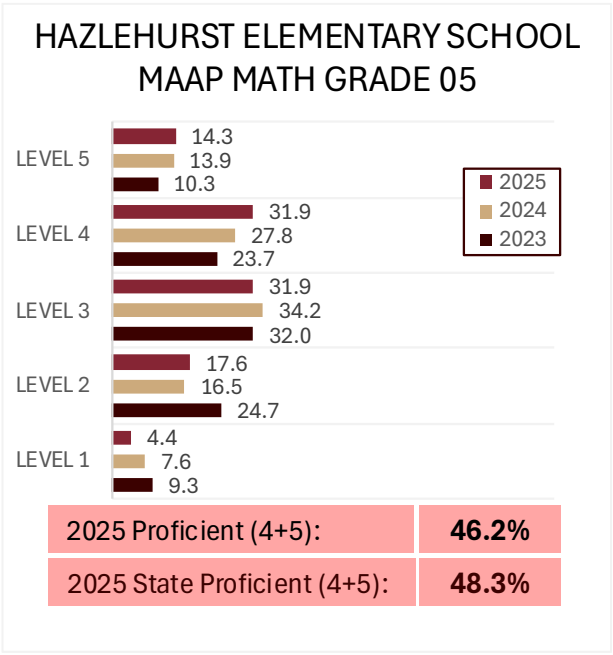


Figure 103: Hazlehurst Elementary School MAAP Math Grade 5



MAAP SCIENCE



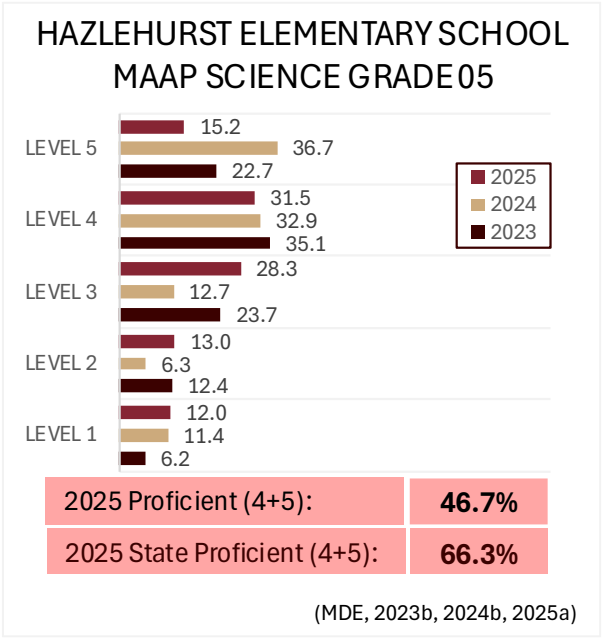


Figure 104: Hazlehurst Elementary School MAAP Science Grade 5

HES Assessment Takeaways

Hazlehurst Elementary School's assessment data reflects **early learning gains alongside ongoing proficiency challenges in upper grades**. Kindergarten readiness scores show **steady improvement over time**, increasing from Fall 458 to Spring 654 in 2023–2024. Although a **new assessment in 2024–2025 limits direct comparison**, growth from fall to spring remains evident, and the 2025–2026 fall baseline (632) suggests **stronger school entry readiness**.

In **math**, proficiency levels remain **below state averages across grades 3–5**. Grade 3 (32.7%) and Grade 4 (27.8%) lag significantly behind state benchmarks, while Grade 5 (46.2%) shows **relative strength and improvement**, approaching the state rate. Performance distributions indicate **fewer students in Levels 4–5 and a concentration in Levels 2–3**, particularly in earlier grades. In **ELA**, similar trends are observed. Grade 3 proficiency (30.6%) is well below the state average, while Grade 5 (44.6%) demonstrates **notable improvement but still trails statewide performance**

PERSONNEL

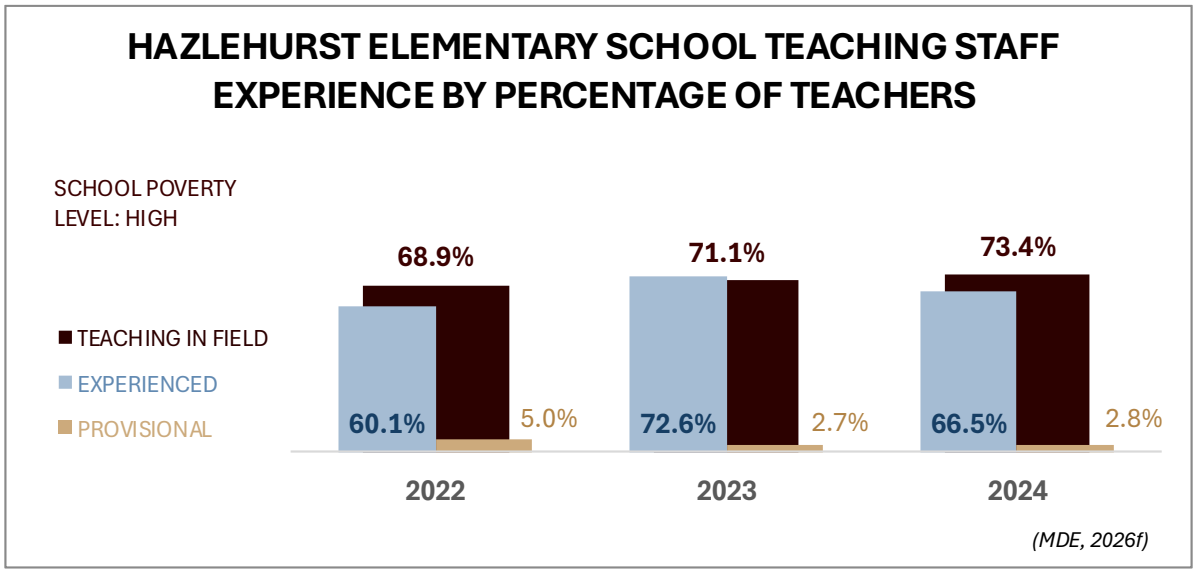


Figure 105: Hazlehurst Elementary School Teaching Staff Experience by Percentage of Teachers

HES PERSONNEL TAKEAWAYS

Hazlehurst Elementary School's personnel data reflects a **generally stable and qualified teaching staff**, with positive trends in key areas. The percentage of teachers **teaching in their field** has steadily increased from **68.9% in 2022 to 73.4% in 2024**, indicating improved alignment between teacher certification and instructional assignments. The proportion of **experienced teachers** remains strong, peaking at **72.6% in 2023** before slightly decreasing to **66.5% in 2024**, suggesting some turnover but maintaining a majority of seasoned educators. Additionally, the percentage of **provisional teachers** has declined from **5.0% in 2022 to 2.8% in 2024**, reflecting progress in staffing fully certified personnel.



As a **high-poverty school**, maintaining a stable and qualified workforce is critical. Overall, the data indicates **improving teacher qualifications and reduced reliance on provisional staff**, positioning the school to better support student achievement while continuing to address retention and experience levels.

HAZLEHURST ELEMENTARY SCHOOL CNA SURVEY

INTRODUCTION

Forty (40) faculty members, eighteen (18) parents, and forty-five (45) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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.

HAZLEHURST ELEMENTARY FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	21	52.5%
Agree	18	45.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	22	55.0%
Agree	13	32.5%
Disagree	2	5.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	7.5%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	67.5%	32.5%	0.0%	0.0%	0.0%
Closing the achievement gap between diverse groups of students.	67.5%	32.5%	0.0%	0.0%	0.0%
Successful classroom management.	65.0%	35.0%	0.0%	0.0%	0.0%
Teaching special needs students.	47.5%	40.0%	5.0%	2.5%	5.0%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	60.0%	35.0%	5.0%	0.0%	0.0%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	27	8.3%
Expedited evaluation services for students with limited english	27	8.3%
Expedited evaluation services for gifted and talented students	19	5.8%
Additional academic support	31	9.5%
Tutoring	33	10.1%
Enrichment educational services	26	8.0%
Counseling	29	8.9%
Mentors	21	6.4%
School supplies	31	9.5%
School uniforms	27	8.3%
Dental referrals	18	5.5%
Medical referrals	21	6.4%
Bullying assistance	17	5.2%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	25	62.5%
Agree	13	32.5%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
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	24	60.0%
Agree	14	35.0%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	20	50.0%
Agree	14	35.0%
Disagree	3	7.5%
Strongly Disagree	2	5.0%
Not Applicable or No Information	1	2.5%

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

	Count	Percentage
Strongly Agree	22	55.0%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	1	2.5%

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	28	10.6%
Utilize technology such as class websites, blogs, and videos	35	13.3%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	32	12.1%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	32	12.1%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	31	11.7%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	31	11.7%
Use bilingual handouts and cues	18	6.8%
Use visual displays, portable white boards, and posters when giving instructions	29	11.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	28	10.6%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	30	37.0%
Teachers provide unique instructional time inside the classroom for English instruction.	29	35.8%
Mentoring with another student	21	25.9%
Not Applicable	1	1.2%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	20	50.0%
No	20	50.0%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	Percentage
Language Spoken in the Home	32	10.3%
Language Proficiency of the Parent	22	7.1%
Level of Parental Involvement	19	6.1%
Family income and socioeconomic status	13	4.2%
Visual Screening Result	24	7.7%
Auditory Screening Result	24	7.7%
Grade Retention (if applicable)	20	6.5%
Number of Failed Courses	18	5.8%
Dropout Status (if applicable)	10	3.2%
Enrichment programs/activities	16	5.2%
Supplemental Academic Instruction	17	5.5%
Behavioral Supports	16	5.2%
Counseling Services	15	4.8%
Discipline Records	14	4.5%
Social-Emotional Learning Services	20	6.5%
Social Behavioral Assessment Inventory Score	16	5.2%
Mental Health Supports	14	4.5%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	6	10.7%
Mental Health Services	6	10.7%
Counseling	8	14.3%
Transitional Services	5	8.9%
Not applicable	31	55.4%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	14	35.0%
No	7	17.5%
Not applicable	19	47.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	28	70.0%
Agree	10	25.0%
Disagree	1	2.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	21	52.5%
Agree	17	42.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	5.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	17	42.5%
Agree	19	47.5%
Disagree	3	7.5%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	22	55.0%
Agree	15	37.5%
Disagree	1	2.5%
Strongly Disagree	2	5.0%
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	15	37.5%
Agree	20	50.0%
Disagree	4	10.0%
Strongly Disagree	1	2.5%
Not Applicable or No Information	0	0.0%

For the most part, the size of classes here does not limit instructional effectiveness.		
	Count	Percentage
Strongly Agree	17	42.5%
Agree	16	40.0%
Disagree	2	5.0%
Strongly Disagree	3	7.5%
Not Applicable or No Information	2	5.0%

The principal of our school is fair and open with teachers.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	16	40.0%
Disagree	2	5.0%
Strongly Disagree	2	5.0%
Not Applicable or No Information	1	2.5%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	32	80.0%
Agree	7	17.5%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	2.5%

PROFESSIONAL DEVELOPMENT

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

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	17	42.5%
Agree	15	37.5%
Disagree	4	10.0%
Strongly Disagree	4	10.0%
Not Applicable or No Information	0	0.0%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	19	47.5%
Agree	16	40.0%
Disagree	3	7.5%
Strongly Disagree	2	5.0%
Not Applicable or No Information	0	0.0%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	27	67.5%
No	13	32.5%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?		
	Count	Percentage
Yes	20	50.0%
No	20	50.0%

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.

Faculty and staff of Hazlehurst Elementary School indicate that the school demonstrates strengths in its focus on academic improvement, data-driven instruction, and targeted support for struggling students. Respondents noted efforts such as small group interventions, the use of consultants and tutors, and ongoing professional development opportunities, including PLCs and parent information sessions. Teachers also value the ability to maintain individuality within their classrooms while receiving guidance and support from the district. However, several areas for improvement were identified, including the need for increased staffing, particularly interventionists, special education teachers, and assistants to reduce class sizes and better support diverse learners. Concerns were also raised regarding facility updates, technology improvements, and more consistent and timely communication with staff and families. Additional suggestions included enhancing school culture through improved behavior expectations, increasing teacher pay, and incorporating more student-centered and social-emotional supports into the school day. While professional development opportunities are provided, including training from MDE and programs such as Phonics First and AIMS, many respondents expressed a need for more awareness, consistency, and expanded opportunities for collaboration and growth.

HAZLEHURST ELEMENTARY PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	5	27.8%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	2	11.1%
Not Applicable or No Information	1	5.6%

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

	Count	Percentage
Abuse Prevention	4	5.3%
Computer Classes	6	8.0%
Conflict Resolution	3	4.0%
Discipline	5	6.7%
Drug/Alcohol Awareness	5	6.7%
English as a Second Language	2	2.7%
Health Classes	5	6.7%
Literacy Classes	4	5.3%
Math Classes	6	8.0%
Parent-to-School Relationships	7	9.3%
Parent/Child Communication	7	9.3%
Preparing for College	4	5.3%
Parenting Workshops	6	8.0%
Social Media Classes	3	4.0%
Stress/Anger Management	4	5.3%
Understanding College- and Career-Ready Standards	4	5.3%

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	4.7%
District and/or school newsletters	6	14.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	9	20.9%
Resource materials for parental training	5	11.6%
Training for parents to work with other parents on becoming involved in the schools	10	23.3%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	3	7.0%
Home/School folders	3	7.0%
Home/School Planners	5	11.6%

TITLE IV-A

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	11	22.9%
Supporting college and career counseling	7	14.6%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	13	27.1%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	8	16.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	9	18.8%

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	13.9%
Providing school-based mental health services and counseling	8	10.1%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	7	8.9%
Establishing or improving dropout prevention	8	10.1%
Supporting re-entry programs and transition services for Justice-involved youth	6	7.6%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	7	8.9%
Implementing systems and practices to prevent bullying and harassment	14	17.7%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	11	13.9%
Establishing community partnerships	7	8.9%

To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	13	27.1%
Building technological capacity and infrastructure	8	16.7%
Carrying out innovative blended learning projects	6	12.5%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	11	22.9%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	10	20.8%

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	50.0%
Agree	5	27.8%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
Not Applicable or No Information	2	11.1%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	8	44.4%
Disagree	1	5.6%
Strongly Disagree	2	11.1%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	2	11.1%
Agree	8	44.4%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	3	16.7%

Is your child an English Language Learner?		
	Count	Percentage
Yes	10	55.6%
No	8	44.4%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	8	53.3%
Mentoring	3	20.0%
Academic or career counseling	1	6.7%
Mental Health counseling	3	20.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	7	70.0%
No	3	30.0%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	8	80.0%
No	2	20.0%

ARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	7	38.9%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	8	44.4%
Disagree	4	22.2%
Strongly Disagree	1	5.6%
Not Applicable or No Information	0	0.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	5	27.8%
Agree	8	44.4%
Disagree	2	11.1%
Strongly Disagree	3	16.7%
Not Applicable or No Information	0	0.0%

Our school (district) provides sufficient opportunities for parent and family engagement.		
	Count	Percentage
Strongly Agree	3	16.7%
Agree	7	38.9%
Disagree	5	27.8%
Strongly Disagree	2	11.1%
Not Applicable or No Information	1	5.6%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	6	33.3%
Agree	8	44.4%
Disagree	1	5.6%
Strongly Disagree	2	11.1%
Not Applicable or No Information	1	5.6%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	8	13.1%
Checked my child's grades/assignments online	9	14.8%
Been in contact with my child's teacher	13	21.3%
Received a newsletter from the district, school, or teacher	14	23.0%
Worked with a committee or group on school or district policies	2	3.3%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	5	8.2%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	8	13.1%
Volunteered at my child's school	2	3.3%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	4	22.2%
Agree	7	38.9%
Disagree	3	16.7%
Strongly Disagree	2	11.1%
Not Applicable or No Information	2	11.1%

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

	Count	Percentage
Strongly Agree	3	16.7%
Agree	12	66.7%
Disagree	1	5.6%
Strongly Disagree	2	11.1%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	9	50.0%
Agree	7	38.9%
Disagree	1	5.6%
Strongly Disagree	1	5.6%
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.

Parents of students from Hazlehurst Elementary School highlighted several strengths centered on strong communication, supportive staff, and a welcoming school environment. Many parents expressed appreciation for teachers who keep them informed about student progress, host parent sessions, and remain accessible for questions or concerns. Positive feedback also noted friendly staff, recognition activities, and support for diverse families, including Spanish translation services. Parents acknowledged that teachers are working hard to ensure students are supported academically and emotionally while maintaining a clean and safe environment. At the same time, parents identified areas for improvement, including the need for better communication across the district, particularly with earlier notice of events and updates. Concerns were also raised about facility conditions such as heating and air, road safety during pick-up and drop-off, and overall building upkeep. Additional suggestions included expanding after-school programs, improving technology access, strengthening student supervision and safety, and providing more support for special needs students. Overall, parents recognize a caring and communicative school community while emphasizing the need for improvements that enhance safety, resources, and consistency.

HAZLEHURST ELEMENTARY STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	14	31.1%
Agree	26	57.8%
Disagree	2	4.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	6.7%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	8	17.8%
Agree	25	55.6%
Disagree	10	22.2%
Strongly Disagree	2	4.4%
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	25	55.6%
Agree	19	42.2%
Disagree	0	0.0%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	14	31.1%
Agree	25	55.6%
Disagree	3	6.7%
Strongly Disagree	1	2.2%
Not Applicable or No Information	2	4.4%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	20	44.4%
Agree	21	46.7%
Disagree	2	4.4%
Strongly Disagree	2	4.4%
Not Applicable or No Information	0	0.0%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	15	33.3%
Agree	25	55.6%
Disagree	2	4.4%
Strongly Disagree	2	4.4%
Not Applicable or No Information	1	2.2%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	13	28.9%
Agree	21	46.7%
Disagree	7	15.6%
Strongly Disagree	1	2.2%
Not Applicable or No Information	3	6.7%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	25	26.0%
Additional academic support	8	8.3%
Tutoring	6	6.2%
Counseling	1	1.0%
A mentor	0	0.0%
School supplies	12	12.5%
Structured note taking mechanisms	7	7.3%
The teacher slows speech at times to help you understand	11	11.5%
The teacher uses gestures and demonstrations	6	6.2%
Use think aloud and think pair shares	5	5.2%
Use of bilingual handouts and cues	4	4.2%
Use of display word walls with high frequency words	11	11.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	16	35.6%
Agree	26	57.8%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	16	35.6%
Agree	24	53.3%
Disagree	1	2.2%
Strongly Disagree	2	4.4%
Not Applicable or No Information	2	4.4%

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

	Count	Percentage
Strongly Agree	12	26.7%
Agree	24	53.3%
Disagree	8	17.8%
Strongly Disagree	1	2.2%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	15	33.3%
Agree	27	60.0%
Disagree	2	4.4%
Strongly Disagree	1	2.2%
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	14	31.1%
Agree	20	44.4%
Disagree	11	24.4%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%
A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	17	37.8%
Agree	21	46.7%
Disagree	5	11.1%
Strongly Disagree	1	2.2%
Not Applicable or No Information	1	2.2%
The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	12	26.7%
Agree	23	51.1%
Disagree	7	15.6%
Strongly Disagree	2	4.4%
Not Applicable or No Information	1	2.2%

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 at Hazlehurst Elementary School shared largely positive perceptions of their school, emphasizing strong teaching and a supportive learning environment. Many students noted that teachers are helpful, caring, and dedicated to helping them understand subjects such as reading, math, and science, while also preparing them for state assessments. Students also highlighted that the school promotes safety, addresses bullying concerns, and provides resources such as meals, school supplies, and encouragement to succeed. At the same time, students identified several areas for improvement, particularly related to facility conditions and daily comfort, including better food quality, cleaner bathrooms, and improved air conditioning in classrooms. Additional suggestions included increasing the number of teachers, offering more activities or clubs, enhancing school cleanliness, and continuing to support positive student behavior. Overall, students recognize a caring and supportive school environment while identifying practical improvements that could enhance their overall school experience.



STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Hazlehurst Elementary School demonstrates a stable and improving foundation in early learning, supported by a qualified teaching staff and positive school climate. Enrollment has declined slightly in recent years but is beginning to stabilize, while attendance has improved overall despite persistent concerns with chronic absenteeism. Academic performance reflects strengths in early grade readiness and gradual gains in upper elementary proficiency; however, overall achievement remains below state averages, particularly in reading and mathematics. Accountability results declined to a "C" rating in 2025, driven by decreased growth and notable drops in science performance. Survey feedback highlights a caring and supportive environment with strong teacher-student relationships, while also identifying needs related to facilities, resources, and student support systems. Overall, the school is positioned for improvement with targeted focus on attendance, instructional growth, and continued strengthening of early learning foundations.

STRENGTHS



1) Positive school climate and supportive learning environment. Survey responses consistently reflect that students feel supported, safe, and cared for by teachers and staff. Strong relationships, effective communication with families, and a welcoming environment contribute to a positive school culture.



2) Improving early learning and kindergarten readiness. Kindergarten readiness data shows steady growth, indicating that students are entering school better prepared and benefiting from early instructional supports.



3) **Stable and increasingly qualified teaching staff.** The percentage of teachers teaching in-field has improved, and reliance on provisional teachers has decreased. A majority of staff are experienced educators, providing consistency in instruction.



4) **Strong attendance recovery and daily participation.** Average daily attendance improved significantly, indicating increased student engagement and presence in school.



5) **Commitment to student support and academic growth.** Teachers are actively working to support student learning through instruction, intervention, and individualized assistance, as reflected in both data and stakeholder feedback.

CHALLENGES



1) **Persistent chronic absenteeism among targeted student groups.** Despite improved daily attendance, chronic absenteeism remains elevated, indicating that a subset of students continues to miss significant instructional time.



2) **Declining accountability performance and reduced academic growth.** The school's accountability rating dropped from a "B" to a "C," driven largely by declines in growth, particularly in mathematics and science.



3) **Below-state proficiency levels in reading and math.** Assessment data shows that student performance remains below state averages, especially in grades 3 and 4, with fewer students reaching higher proficiency levels.



4) **Ongoing subgroup performance gaps.** Students with disabilities and English learners continue to underperform compared to peers, highlighting the need for targeted supports.

ACTIONABLE NEXT STEPS

IMMEDIATE (0–6 MONTHS)

- **Target chronic absenteeism with subgroup-specific strategies.** Use attendance data to identify students approaching chronic absence thresholds and implement early, supportive outreach focused on removing barriers such as transportation, health, and family communication.

- **Refine literacy and math intervention targeting.** Use screening and progress monitoring data to ensure interventions are aligned to specific skill gaps, particularly in grades 3–5 where proficiency declines are most evident.
- **Address immediate facility and classroom environment needs.** Prioritize improvements in classroom conditions, cleanliness, and basic resources to ensure a safe and supportive learning environment that reinforces student engagement.

MID-TERM (6–18 MONTHS)

- **Strengthen consistency in upper elementary literacy and math instruction.** Align core instruction, intervention programs, and pacing across grades 3–5 to reduce variability and improve student outcomes.
- **Expand targeted supports for high-need student groups.** Increase instructional support for students with disabilities and English learners through structured intervention time, progress monitoring, and aligned instructional strategies.
- **Enhance family engagement around attendance and academic success.** Build on existing strong communication practices to provide families with clear expectations, resources, and strategies to support learning at home.

LONG-TERM (18–36 MONTHS)

- **Close achievement gaps before transition to middle school.** Establish clear benchmarks for reading, math, and science proficiency and monitor subgroup performance to ensure students are prepared for increased academic demands.
- **Develop a sustainable staffing and retention plan.** Continue improving teacher qualifications while implementing strategies to retain experienced staff and support instructional consistency.
- **Strengthen science instruction and overall academic balance.** Address recent declines in science performance by aligning curriculum, instruction, and assessment practices, while maintaining focus on literacy and math growth.

NOTES

HAZLEHURST MIDDLE SCHOOL

INTRODUCTION

Hazlehurst Middle School is located at 112 School Drive in Hazlehurst, Mississippi, and serves students in grades six through eight (6-8). The school enrolls two hundred forty-nine (249) students and provides a structured environment focused on supporting students during the important transition from elementary to high school. Hazlehurst Middle School is led by Principal Kawana Tanner, with support from Assistant Principal Elmer Johnson, who work collaboratively to maintain high expectations for both academic performance and student behavior.

The school offers a comprehensive academic program designed to strengthen foundational skills while preparing students for more rigorous coursework at the high school level. Teachers utilize data-driven instruction, targeted interventions, and collaborative planning to meet the diverse needs of learners. In addition to academics, Hazlehurst Middle School provides a variety of extracurricular opportunities, including band and athletic programs, which encourage student involvement and school pride.



Family and community engagement remain an important component of the school's success. Through initiatives such as parent meetings and academic support events, the school works to build strong relationships with families and keep them informed about student progress. Community members also play a supportive role by contributing to school activities and encouraging student achievement.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

HAZLEHURST MIDDLE SCHOOL ENROLLMENT BY GRADE LEVEL					
	2022	2023	2024	2025	2026
ALL	320	332	277	292	249
GR_06	70	123	95	80	86
GR_07	135	66	112	94	72
GR_08	104	131	*	118	91
					(MDE, 2025m)

Figure 106: Hazlehurst Middle School Enrollment by Grade Level

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

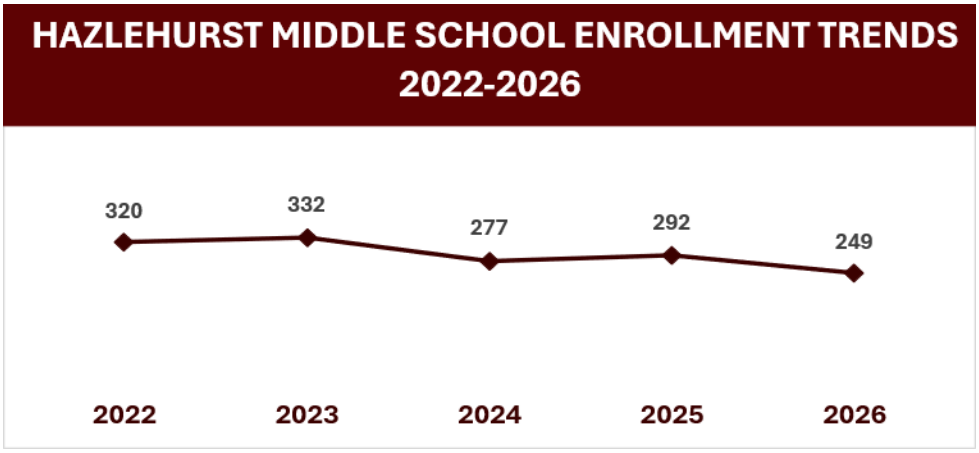


Figure 107: Hazlehurst Middle School Enrollment Trends 2022-2026

HAZLEHURST MIDDLE SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP						
		2022	2023	2024	2025	2026
ALL	ALL	320	332	277	292	249
GENDER	FEMALE	161	172	144	146	128
	MALE	159	160	133	146	121
RACE	BLACK OR AFRICAN AMERICAN	276	284	231	219	188
	HISPANIC OR LATINO	33	33	32	43	47
	TWO OR MORE RACES	*	*	*	25	*
	WHITE	*	*	*	*	*
						(MDE, 2025m)

Figure 108: Hazlehurst Middle School Enrollment by Demographic Group

HAZLEHURST MIDDLE SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	86.3%	75.5%	-10.7%
HISPANIC OR LATINO	10.3%	18.9%	8.6%

Figure 109: Hazlehurst Middle School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

HAZLEHURST MIDDLE SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	298.3	254.0	261.7
GR_06	108.0	88.2	70.7
GR_07	62.4	100.4	86.1
GR_08	116.6	59.6	104.9
(MDE, 2023o, 2024q, 2025s)			

Figure 110: Hazlehurst Middle School Average Daily Attendance

HAZLEHURST MIDDLE SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	89.9%	91.7%	89.6%
GR_06	87.8%	92.9%	88.4%
GR_07	94.6%	89.7%	91.6%
GR_08	89.0%		88.9%
(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 111: Hazlehurst Middle School Estimated Average Daily Attendance as Percentage of Enrollment

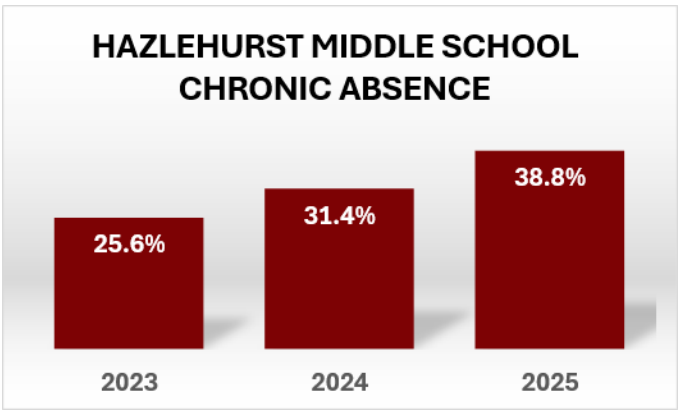


Figure 112: Hazlehurst Middle School Chronic Absence

HAZLEHURST MIDDLE SCHOOL CHRONIC ABSENCE				
		2023	2024	2025
ALL	ALL	25.6	31.4	38.8
GENDER	FEMALE	25.7	31.6	41.0
	MALE	25.6	31.3	36.6
DISABILITY	STUDENTS WITH DISABILITIES	28.3	45.7	57.1
	STUDENTS WITHOUT DISABILITIES	25.3	28.9	36.0
EL	LIMITED ENGLISH PROFICIENCY	30.0	14.3	30.8
RACE	BLACK OR AFRICAN AMERICAN	25.3	31.8	37.5
	WHITE	≤5%	≤5%	≤5%
	ASIAN		≤5%	≤5%
	HISPANIC OR LATINO	22.9	27.5	34.8
	TWO OR MORE RACES	≤5%	≤5%	52.0
				(MDE, 2026f)

Figure 113: Hazlehurst Middle School Chronic Absence by Demographic Group

HMS Enrollment and Attendance Takeaways

Hazlehurst Middle School data reflects **shifting enrollment patterns and growing attendance challenges**. Total enrollment has declined overall, moving from **320 students in 2022 to 249 in 2026**, despite a brief increase in 2025. Grade-level enrollment shows **inconsistency across cohorts**, particularly in Grades 7 and 8, contributing to fluctuations in total student population. Over time, the school's demographics have also shifted, with a **decrease in Black or African American students** and a **notable increase in Hispanic or Latino enrollment**, indicating changing community trends. Attendance indicators show areas of concern. While **average daily attendance counts (ADA)** increased slightly in 2025, overall **attendance rates declined from 91.7% in 2024 to 89.6% in 2025**. Most notably, **chronic absenteeism has risen sharply**, increasing from **25.6% in 2023 to 38.8% in 2025**. This upward trend is evident across multiple student groups, with **students with disabilities demonstrating the highest rates.**

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

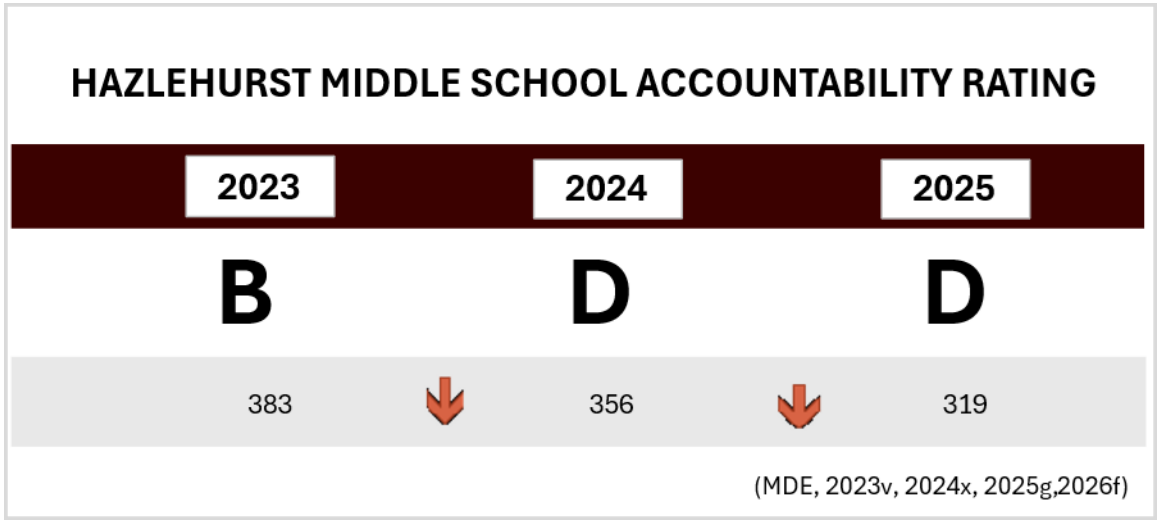


Figure 114: Hazlehurst Middle School Accountability Rating

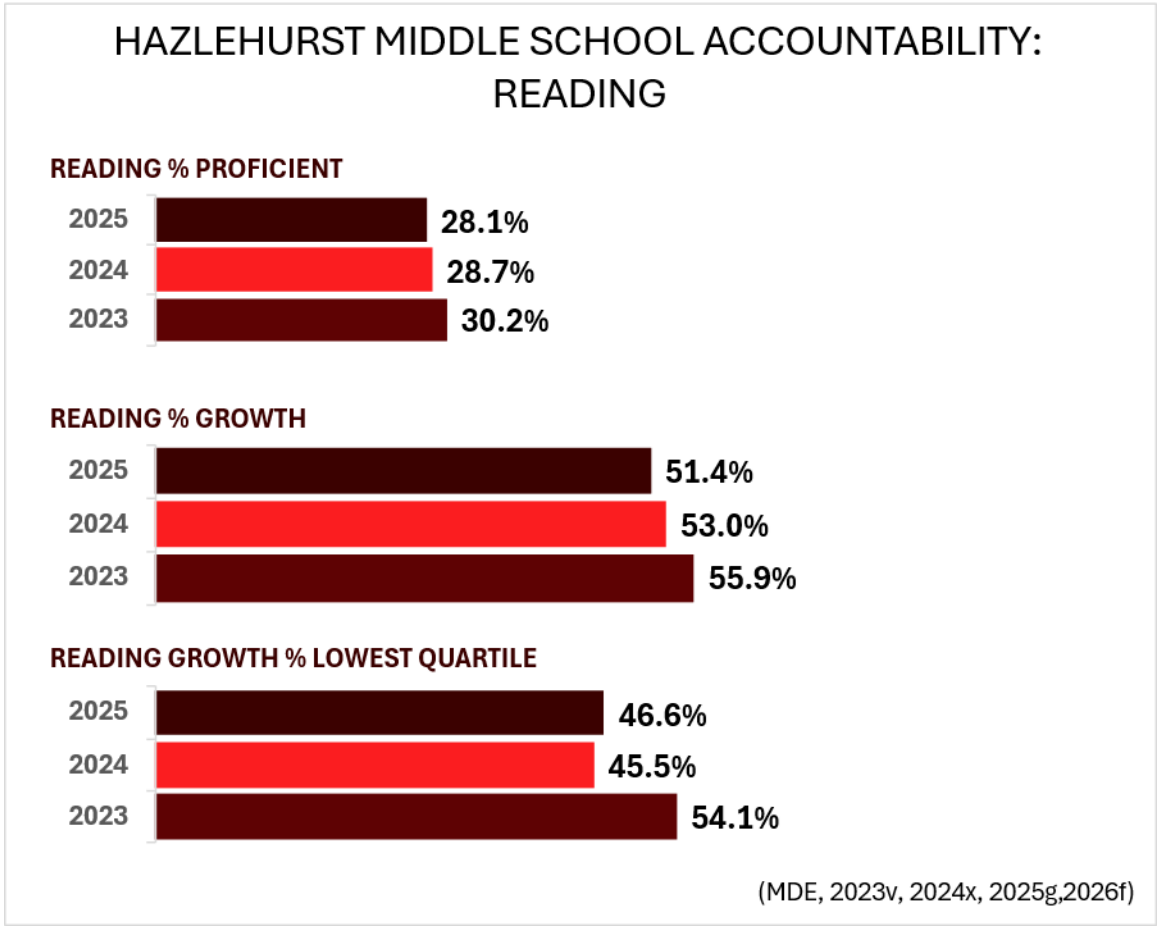


Figure 115: Hazlehurst Middle School Accountability: Reading

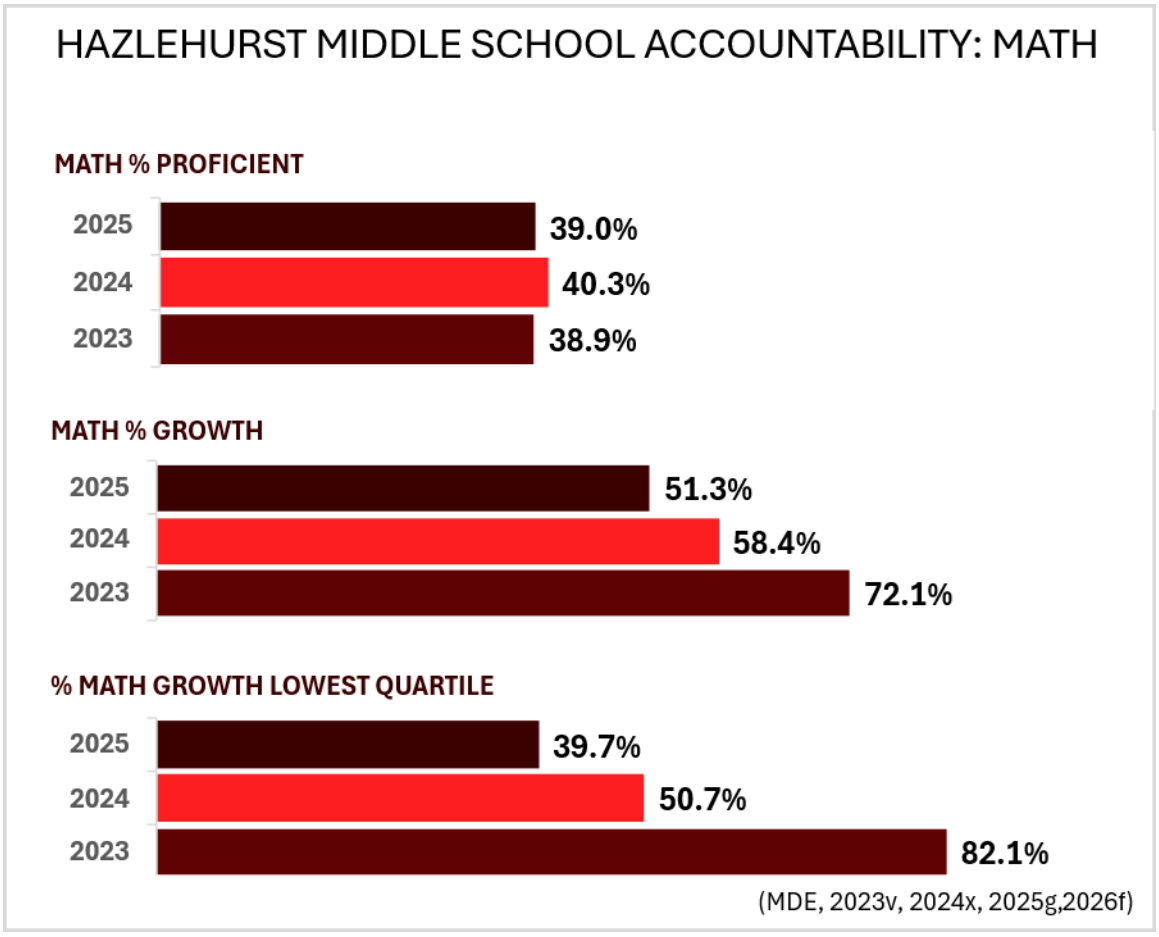


Figure 116: Hazlehurst Middle School Accountability: Math

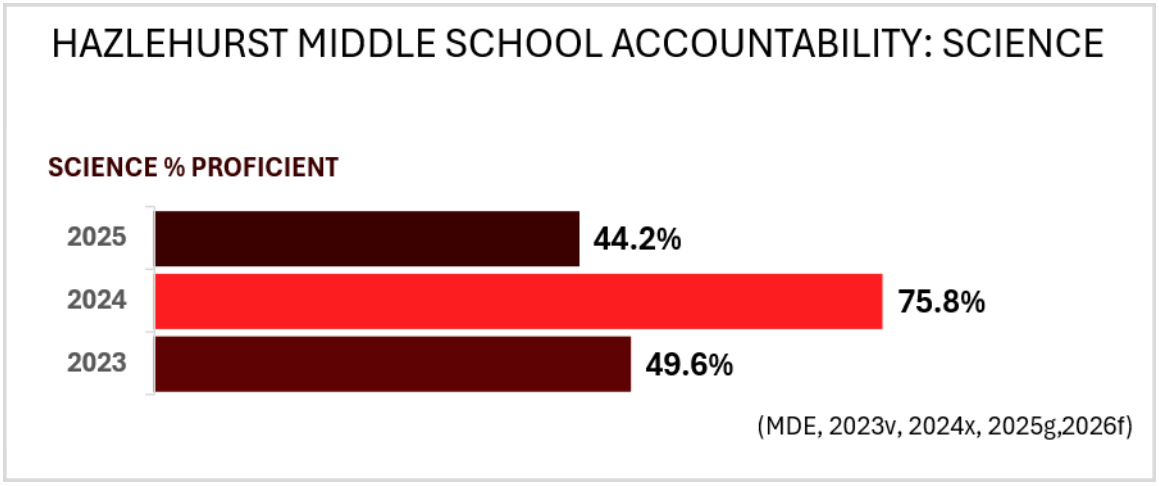


Figure 117: Hazlehurst Middle School Accountability: Science

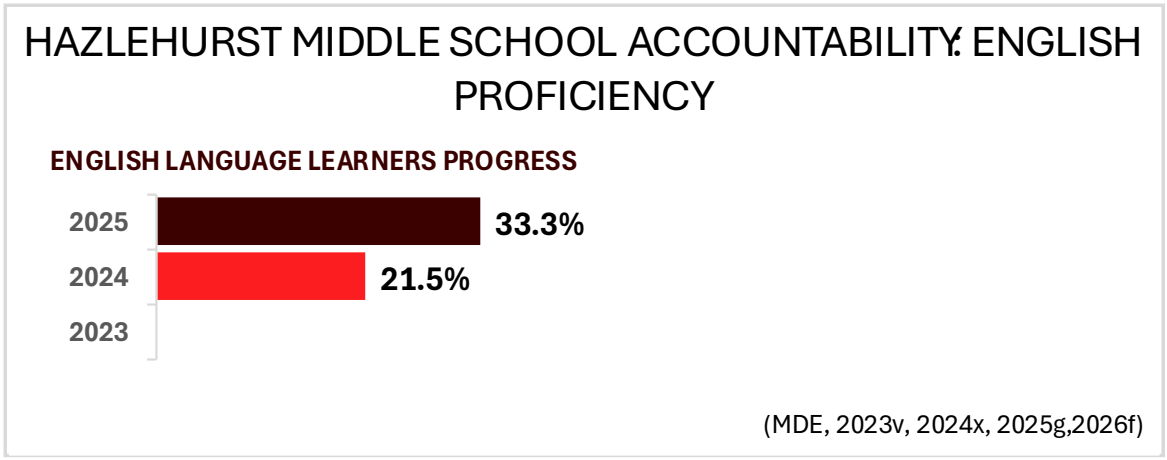


Figure 118: Hazlehurst Middle School Accountability: Science

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

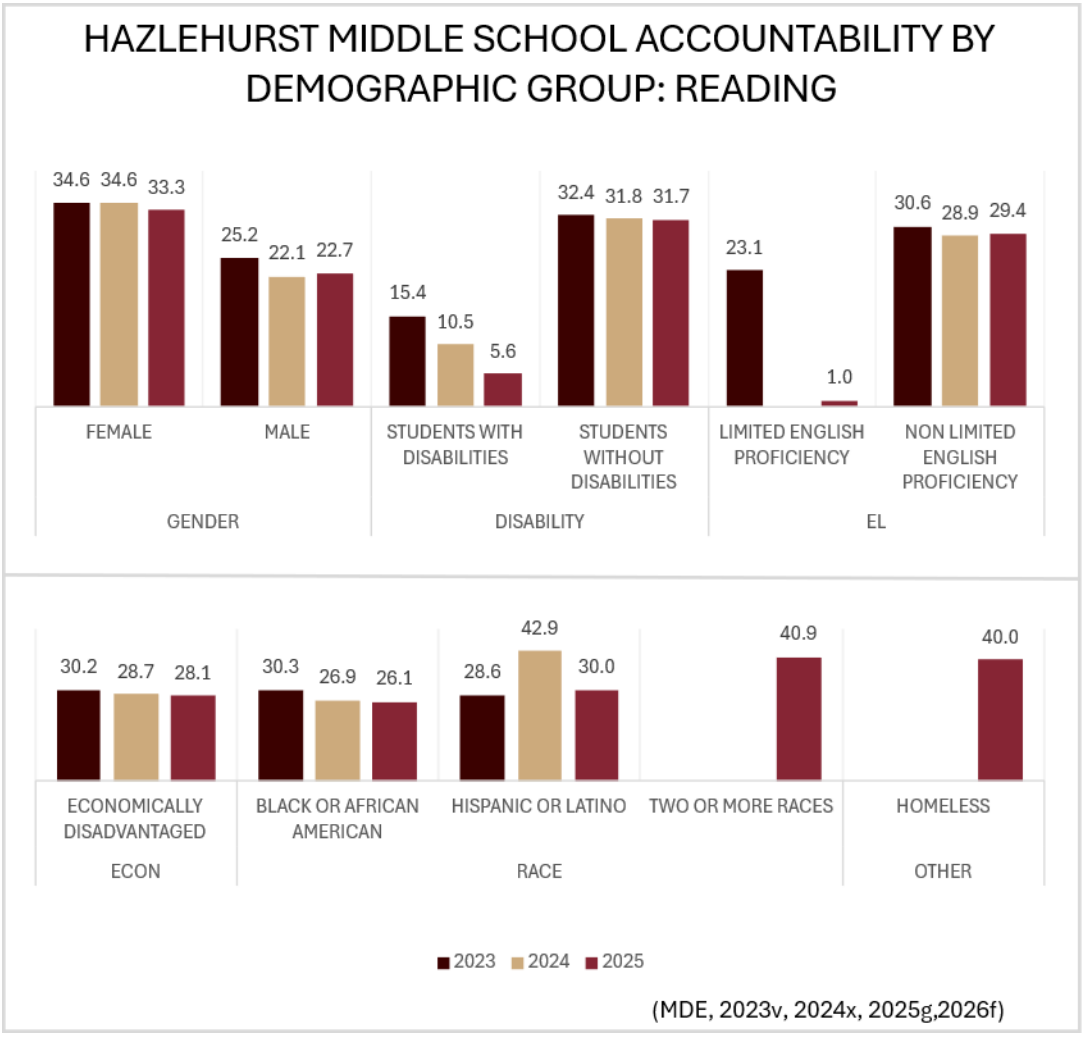


Figure 119: Hazlehurst Middle School Accountability by Demographic Group: Reading

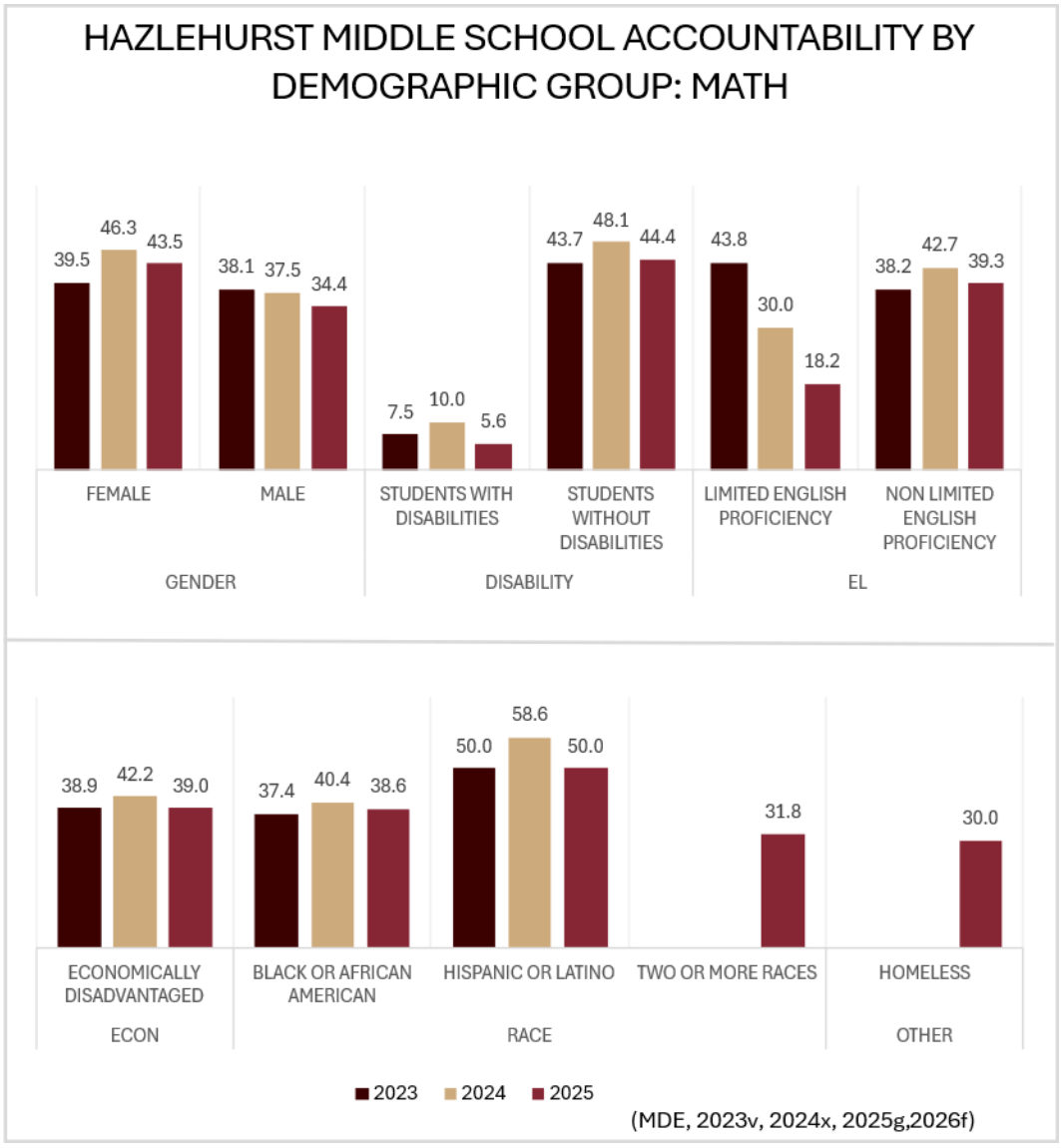


Figure 120: Hazlehurst Middle School Accountability by Demographic Group: Math



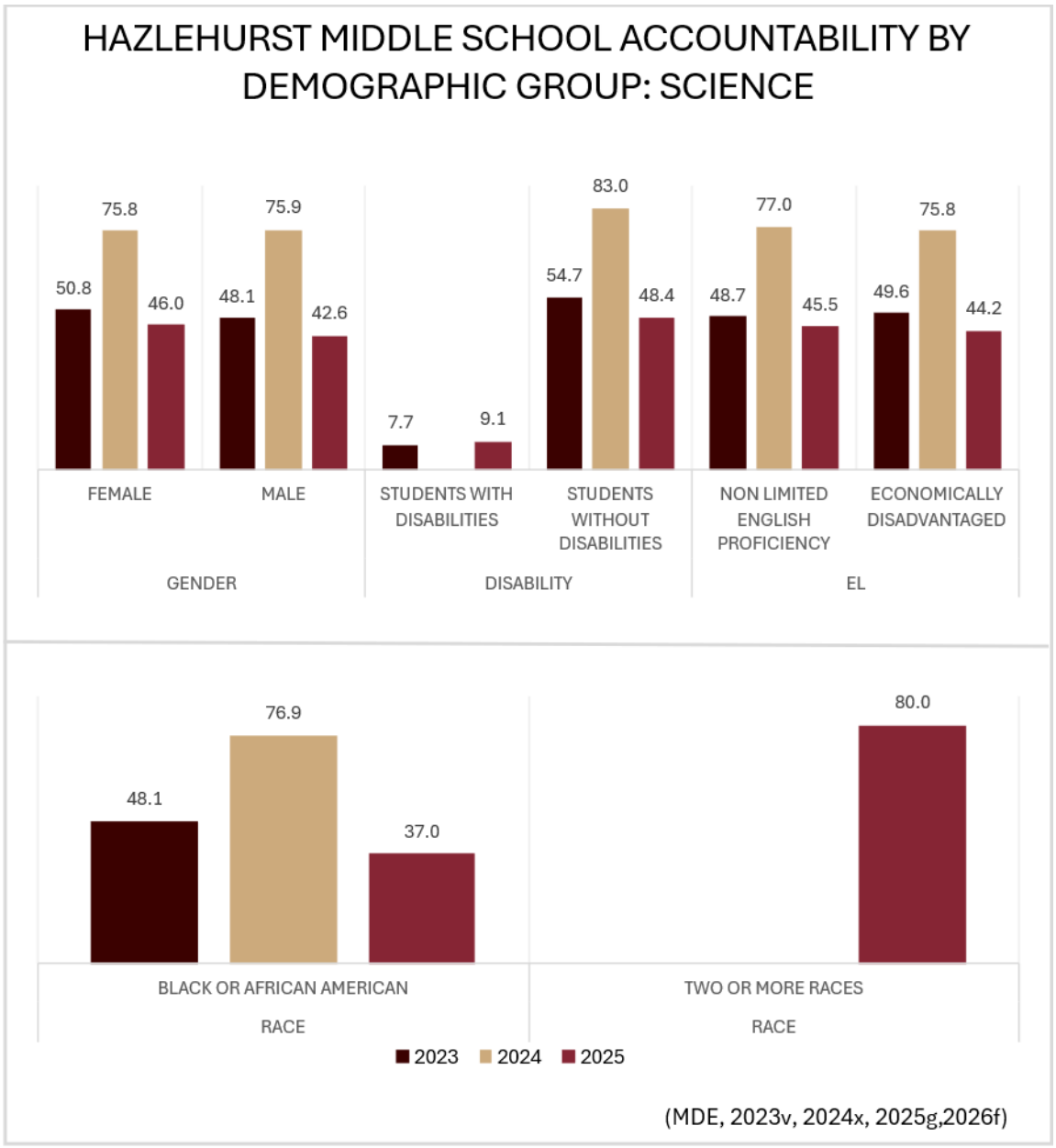


Figure 121: Hazlehurst Middle School Accountability by Demographic Group: Science



PROFICIENCY GAP TO GOAL

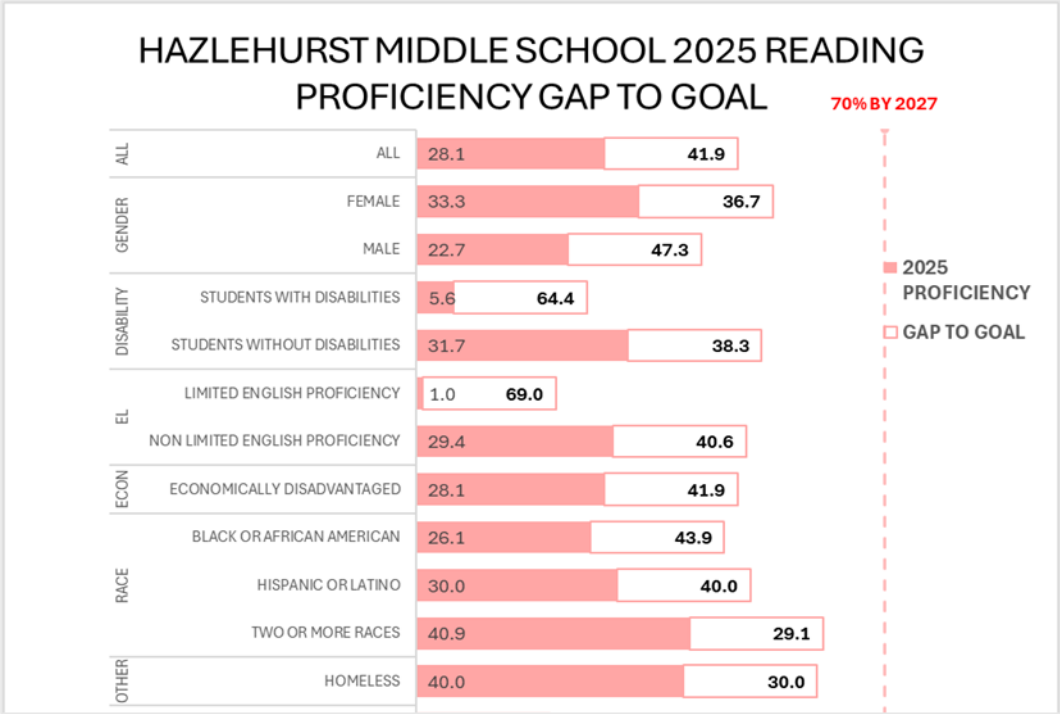


Figure 122: Hazlehurst Middle School 2025 Reading Proficiency Gap to Goal

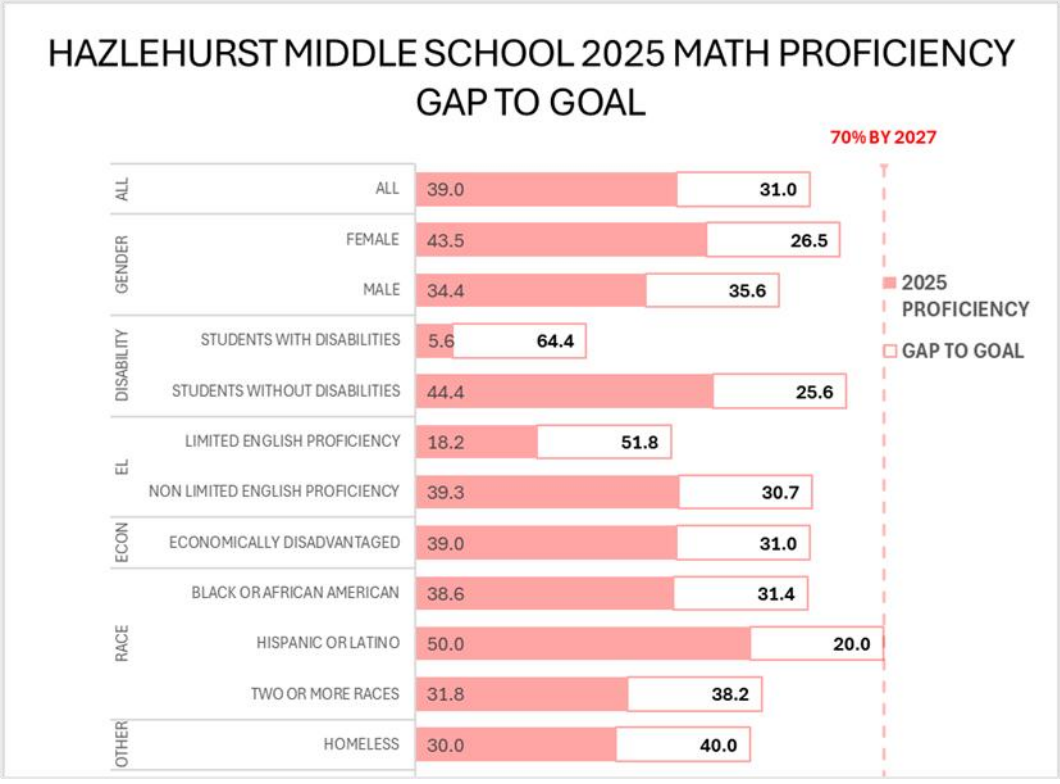


Figure 123: Hazlehurst Middle School 2025 Math Proficiency Gap to Goal

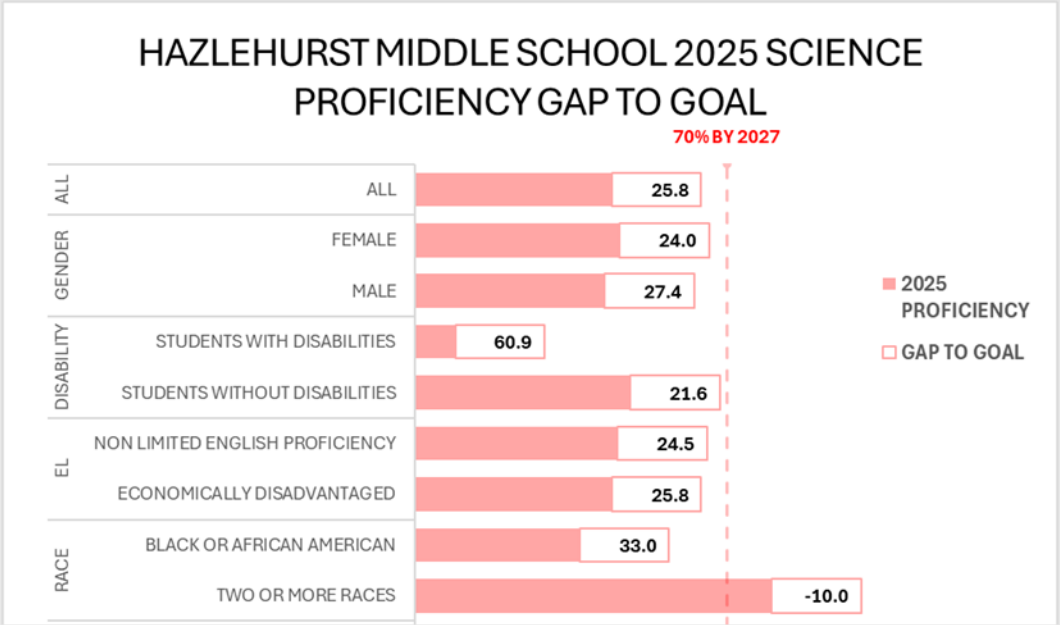


Figure 124: Hazlehurst Middle School 2025 Science Proficiency Gap to Goal

HMS Accountability Takeaways

Hazlehurst Middle School's 2025 data highlights **areas of growth alongside clear opportunities for improvement**. The school maintained a **"D" rating in 2024 and 2025** following a **"B" in 2023**, with enrollment showing a gradual decline over time.

Academic performance indicates **progress in some areas with continued need for targeted support**. **Math proficiency (39.0%)** shows relative stability, and **English Learner progress has improved**, demonstrating positive momentum for this subgroup. While **reading proficiency (28.1%)** and **science (44.2%)** remain below desired levels, these results provide a clear focus for instructional improvement.

Growth data suggests opportunities to strengthen outcomes, particularly for the **lowest-performing students**, though current performance trends offer a foundation for targeted interventions. Subgroup data highlights areas where **intentional support can drive gains**, especially among **students with disabilities and English learners**.

ASSESSMENT

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)

MAAP ELA

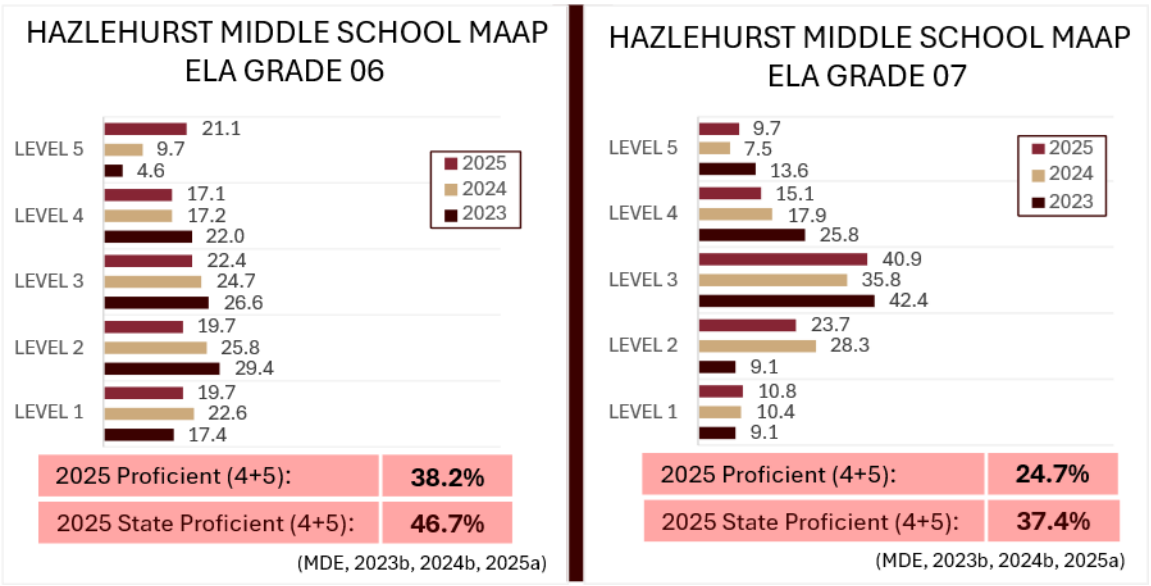


Figure 125: Hazlehurst Middle School MAAP ELA Grades 6 and 7

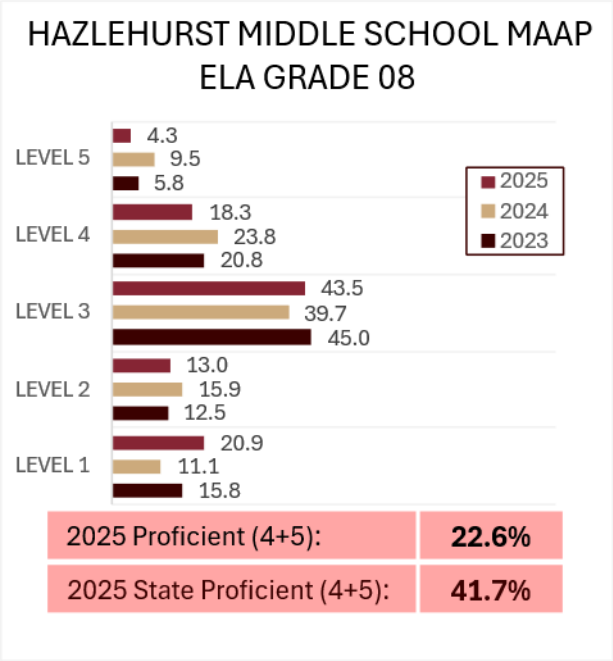
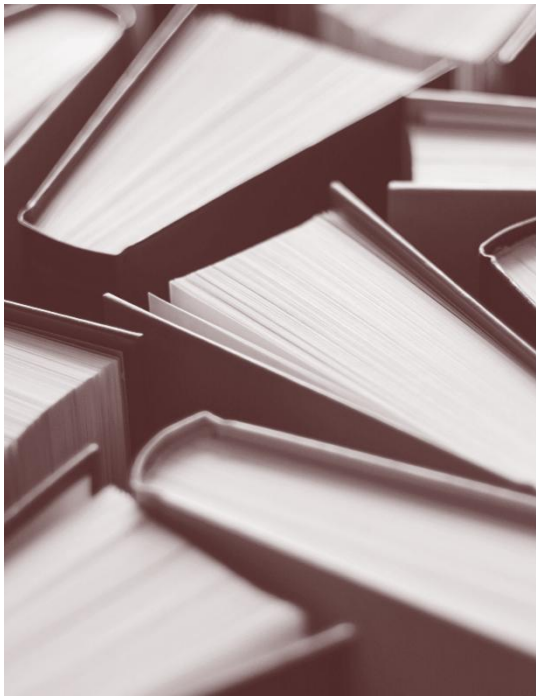


Figure 126: Hazlehurst Middle School MAAP ELA Grade 8



MAAP MATH

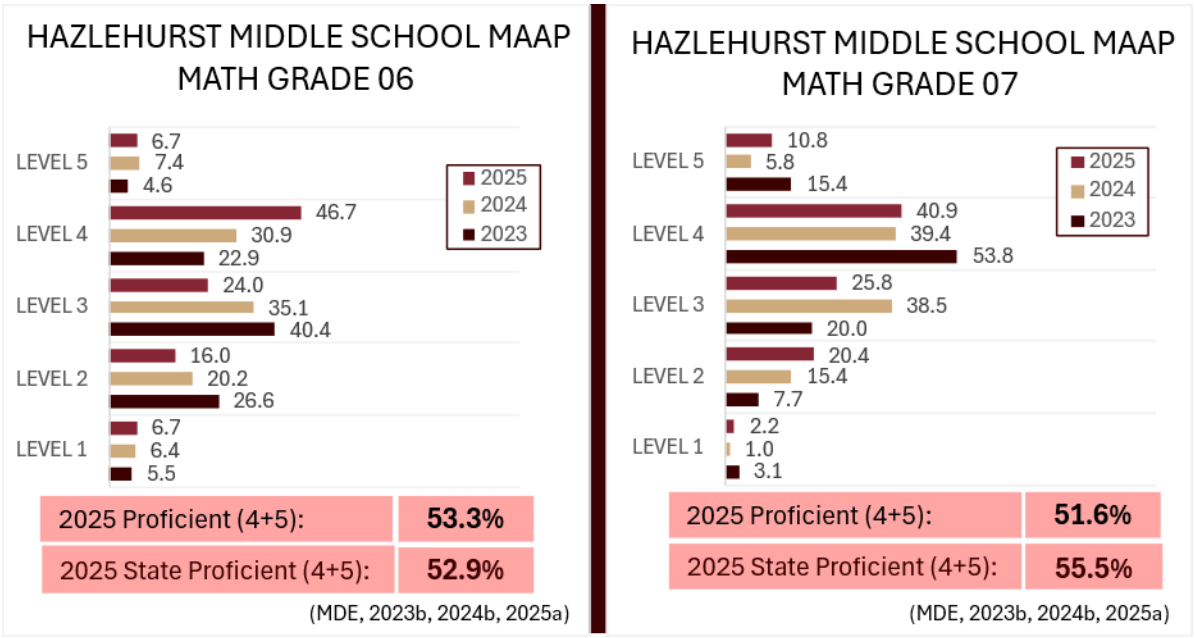


Figure 127: Hazlehurst Middle School MAAP Math Grades 6 and 7

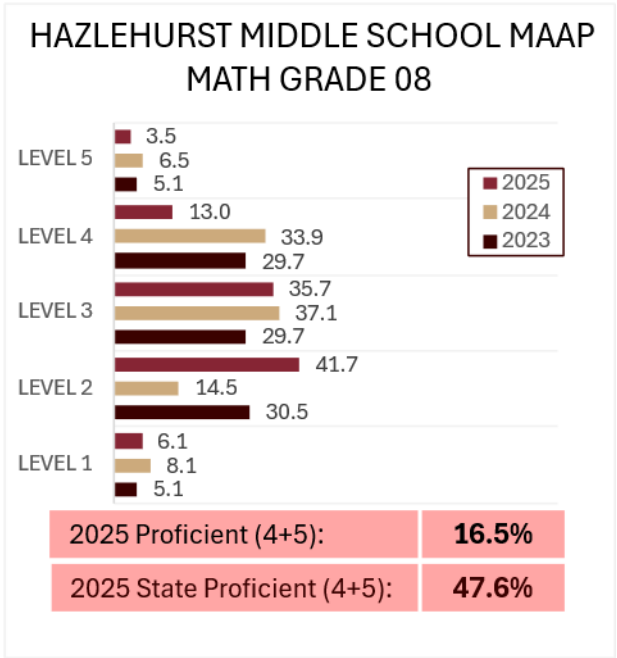
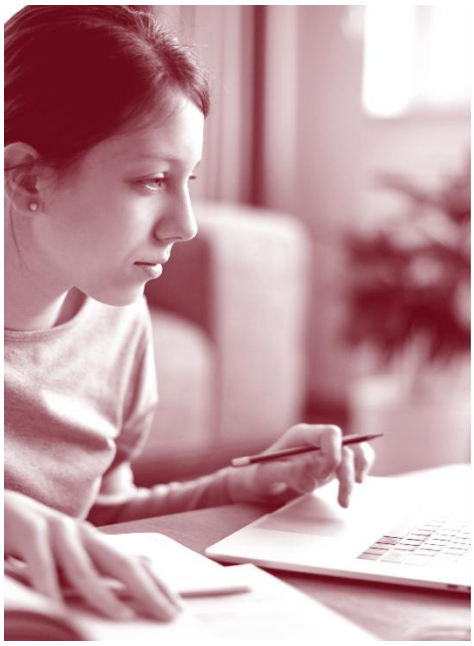


Figure 128: Hazlehurst Middle School MAAP Math Grade 8



MAAP SCIENCE



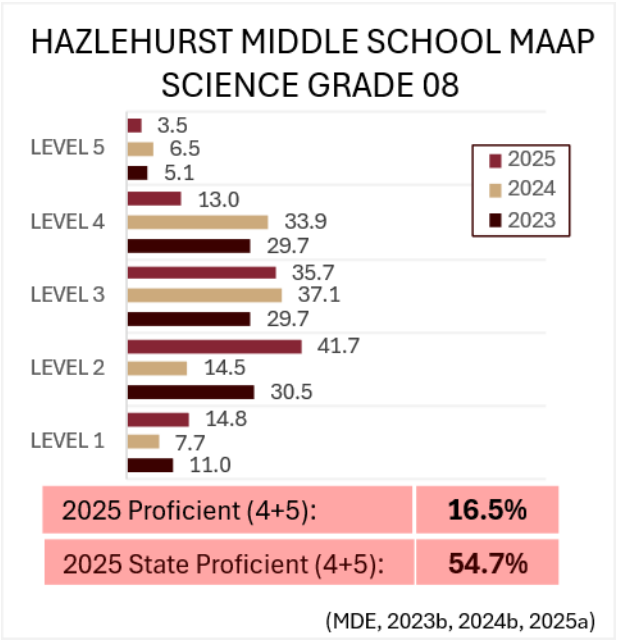


Figure 129: Hazlehurst Middle School MAAP Science Grade 8

HMS Assessment Takeaways

Hazlehurst Middle School's 2025 MAAP assessment data highlights **areas of strength that can serve as a foundation for continued growth**, particularly in mathematics, while also identifying clear opportunities for improvement across grade levels.

In **math**, Grades 6 (53.3%) and 7 (51.6%) are **performing near state proficiency levels**, demonstrating solid instructional alignment and student understanding in these grades. This success provides a strong base to build upon. While **Grade 8 math (16.5%)** shows a decline, it presents an opportunity to strengthen vertical alignment and targeted support as students transition into upper grades.

In **ELA**, Grade 6 (38.2%) shows the **strongest performance**, with Grades 7 and 8 indicating areas for growth. Student performance trends suggest that many students are **approaching proficiency (Level 3)**, signaling that focused instruction could move more students into Levels 4 and 5.

Science (Grade 8) results (16.5%) highlight an area for increased focus, particularly in strengthening foundational skills. Overall, the data reflects a school with **clear strengths in early middle grades and meaningful opportunities to accelerate growth through targeted, data-driven instruction**.

PERSONNEL

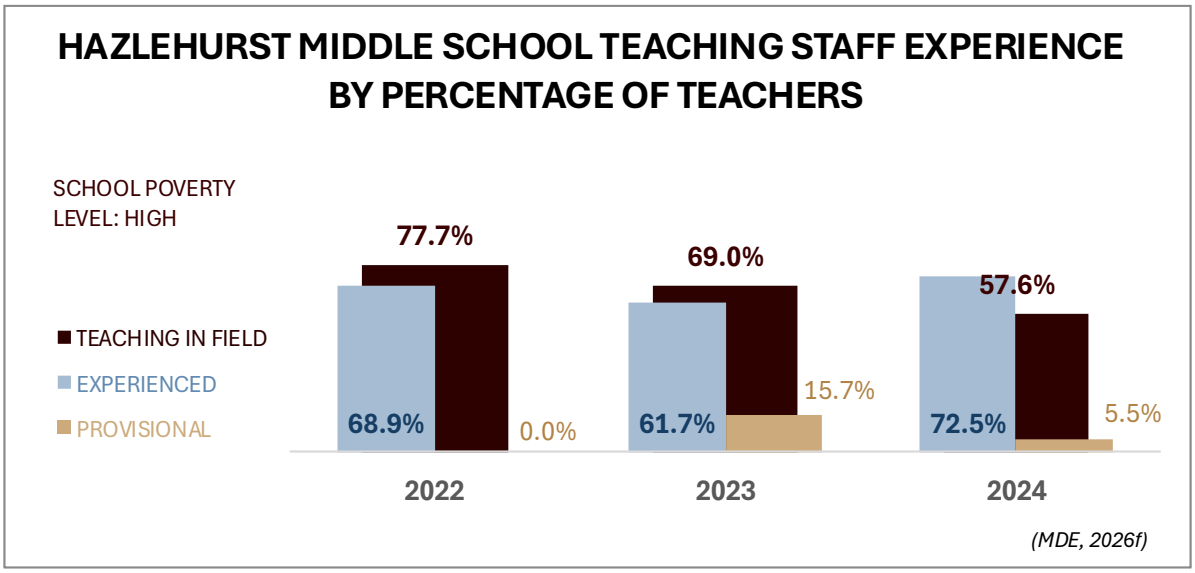


Figure 130: Hazlehurst Middle School Teaching Staff Experience by Percentage of Teachers

HMS Personnel Takeaways

Hazlehurst Middle School's personnel data reflects a **qualified teaching staff with improving stability over time**, particularly in experience and certification. The percentage of teachers **teaching in their field** was strong in 2022 at **77.7%**, though it declined to **57.6% in 2024**, indicating an area for continued focus in staffing alignment.

The proportion of **experienced teachers** remains a strength, increasing from **68.9% in 2022 to 72.5% in 2024**, suggesting improved staff retention and a more seasoned workforce. This stability supports instructional consistency and student learning.

The percentage of **provisional teachers** shows positive movement overall. While there was a temporary increase to **15.7% in 2023**, this decreased to **5.5% in 2024**, reflecting progress in hiring fully certified educators.

As a **high-poverty school**, maintaining a stable and experienced staff is critical. Overall, the data indicates **growing staff experience and reduced reliance on provisional teachers**, providing a solid foundation to strengthen instructional quality and improve student outcomes moving forward.

HAZLEHURST MIDDLE SCHOOL CNA SURVEY

INTRODUCTION

Seventeen (17) faculty members, four (4) parents, and sixty-four (64) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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.

HAZLEHURST MIDDLE SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	3	17.6%
Agree	12	70.6%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	4	23.5%
Agree	9	52.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	4	23.5%

I use effective, evidence-based strategies for:	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Developing and using classroom assessments.	41.2%	41.2%	0.0%	0.0%	17.6%
Closing the achievement gap between diverse groups of students.	29.4%	47.1%	5.9%	0.0%	17.6%
Successful classroom management.	35.3%	47.1%	5.9%	0.0%	11.8%
Teaching special needs students.	35.3%	35.3%	11.8%	0.0%	17.6%
Providing instructions to students with limited English proficiency to improve their language and academic skills.	11.8%	58.8%	11.8%	0.0%	17.6%

Identify the educational needs of the students at your school who meet the homeless definition.	Count	Percentage
Expedited evaluation services for students with learning disabilities	9	8.1%
Expedited evaluation services for students with limited english	11	9.9%
Expedited evaluation services for gifted and talented students	5	4.5%
Additional academic support	10	9.0%
Tutoring	8	7.2%
Enrichment educational services	7	6.3%
Counseling	10	9.0%
Mentors	8	7.2%
School supplies	12	10.8%
School uniforms	9	8.1%
Dental referrals	6	5.4%
Medical referrals	8	7.2%
Bullying assistance	8	7.2%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	6	35.3%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	11	64.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	9	52.9%
Disagree	2	11.8%
Strongly Disagree	2	11.8%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	17.6%

I incorporate the following evidence-based strategies in my teaching to meet the needs of EL learners:		
	Count	Percentage
Embed multicultural education throughout the curriculum	10	10.0%
Utilize technology such as class websites, blogs, and videos	12	12.0%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	11	11.0%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	14	14.0%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	12	12.0%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	12	12.0%
Use bilingual handouts and cues	7	7.0%
Use visual displays, portable white boards, and posters when giving instructions	13	13.0%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	9	9.0%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	9	32.1%
Teachers provide unique instructional time inside the classroom for English instruction.	4	14.3%
Mentoring with another student	11	39.3%
Not Applicable	4	14.3%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	9	52.9%
No	8	47.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	Percentage
Language Spoken in the Home	10	10.2%
Language Proficiency of the Parent	8	8.2%
Level of Parental Involvement	8	8.2%
Family income and socioeconomic status	3	3.1%
Visual Screening Result	8	8.2%
Auditory Screening Result	6	6.1%
Grade Retention (if applicable)	3	3.1%
Number of Failed Courses	4	4.1%
Dropout Status (if applicable)	3	3.1%
Enrichment programs/activities	9	9.2%
Supplemental Academic Instruction	9	9.2%
Behavioral Supports	5	5.1%
Counseling Services	5	5.1%
Discipline Records	3	3.1%
Social-Emotional Learning Services	6	6.1%
Social Behavioral Assessment Inventory Score	5	5.1%
Mental Health Supports	3	3.1%

What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	2	8.7%
Mental Health Services	3	13.0%
Counseling	3	13.0%
Transitional Services	2	8.7%
Not applicable	13	56.5%

Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	2	11.8%
No	1	5.9%
Not applicable	14	82.4%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	8	47.1%
Agree	8	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

Parents feel welcome in our school.

	Count	Percentage
Strongly Agree	4	23.5%
Agree	11	64.7%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	12	70.6%
Disagree	2	11.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	8	47.1%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	1	5.9%

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

	Count	Percentage
Strongly Agree	4	23.5%
Agree	8	47.1%
Disagree	3	17.6%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

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

	Count	Percentage
Strongly Agree	5	29.4%
Agree	8	47.1%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

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

	Count	Percentage
Strongly Agree	8	47.1%
Agree	8	47.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	5.9%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	47.1%
Agree	7	41.2%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	11.8%

PROFESSIONAL DEVELOPMENT

Rank your top ten choices for professional development topics.

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

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	7	41.2%
Disagree	4	23.5%
Strongly Disagree	1	5.9%
Not Applicable or No Information	2	11.8%

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

	Count	Percentage
Strongly Agree	3	17.6%
Agree	9	52.9%
Disagree	1	5.9%
Strongly Disagree	1	5.9%
Not Applicable or No Information	3	17.6%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	10	58.8%
No	7	41.2%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?		
	Count	Percentage
Yes	7	41.2%
No	10	58.8%

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 and staff of Hazlehurst Middle School indicate that the school is performing well in fostering a positive and inclusive school culture where students feel valued, supported, and connected. Respondents highlighted strong leadership at the building level, particularly noting fair and supportive administration, as well as dedicated teachers and small class sizes that allow staff to meet students where they are academically. The district's focus on academic improvement, communication through newsletters and updates, and efforts toward modernization and accountability were also identified as strengths. At the same time, faculty and staff identified several areas for growth, including the need for increased support for EL students, expanded academic interventions in reading and math, and more opportunities for tutoring and enrichment. Concerns were also raised regarding facility conditions, technology access and updates, and the need for clearer communication and additional planning time for teachers. Suggestions included enhancing career readiness opportunities, strengthening recruitment efforts to reduce class sizes, and improving safety measures. Professional development opportunities, including Code of Ethics training, EL-focused strategies, district-led sessions, conferences, and support from MDE, were noted as beneficial, though some respondents expressed a desire for more consistent and targeted training opportunities.

HAZLEHURST MIDDLE SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

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

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

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	2	28.6%
Conflict Resolution	0	0.0%
Discipline	0	0.0%
Drug/Alcohol Awareness	0	0.0%
English as a Second Language	1	14.3%
Health Classes	0	0.0%
Literacy Classes	1	14.3%
Math Classes	1	14.3%
Parent-to-School Relationships	0	0.0%
Parent/Child Communication	0	0.0%
Preparing for College	0	0.0%
Parenting Workshops	1	14.3%
Social Media Classes	1	14.3%
Stress/Anger Management	0	0.0%
Understanding College- and Career-Ready Standards	0	0.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	0	0.0%
District and/or school newsletters	1	16.7%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	1	16.7%
Resource materials for parental training	1	16.7%
Training for parents to work with other parents on becoming involved in the schools	1	16.7%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	2	33.3%

TITLE IV-A

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	16.7%
Supporting college and career counseling	0	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	2	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	2	33.3%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	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	0	0.0%
Providing school-based mental health services and counseling	1	8.3%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	1	8.3%
Establishing or improving dropout prevention	1	8.3%
Supporting re-entry programs and transition services for Justice-involved youth	2	16.7%
Implementing programs that support a healthy, active lifestyle (nutritional and physical education)	2	16.7%
Implementing systems and practices to prevent bullying and harassment	3	25.0%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	8.3%
Establishing community partnerships	1	8.3%
To supplement what our district is already doing in the area of technology, I would like to see Title IV money used on:		
	Count	Percentage
Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement	3	33.3%
Building technological capacity and infrastructure	2	22.2%
Carrying out innovative blended learning projects	1	11.1%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	1	11.1%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	2	22.2%

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	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
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	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

URRICULUM AND INSTRUCTION

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

Is your child an English Language Learner?		
	Count	Percentage
Yes	3	75.0%
No	1	25.0%

Please check all the services your child has access to or is receiving:		
	Count	Percentage
English Instruction	3	100.0%
Mentoring	0	0.0%
Academic or career counseling	0	0.0%
Mental Health counseling	0	0.0%

Do you think the services your child is receiving as an English Learner are adequate for academic success?		
	Count	Percentage
Yes	2	66.7%
No	1	33.3%

Do you think the EL faculty and staff have the required certification and training to help English Learners?		
	Count	Percentage
Yes	1	33.3%
No	2	66.7%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	2	50.0%
Agree	1	25.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
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	2	50.0%
Disagree	1	25.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

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

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

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

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

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

	Count	Percentage
Parent/teacher conference	2	11.1%
Checked my child's grades/assignments online	3	16.7%
Been in contact with my child's teacher	3	16.7%
Received a newsletter from the district, school, or teacher	2	11.1%
Worked with a committee or group on school or district policies	1	5.6%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	2	11.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	3	16.7%
Volunteered at my child's school	2	11.1%

SCHOOL CLIMATE AND CULTURE

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	2	50.0%
Disagree	1	25.0%
Strongly Disagree	1	25.0%
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	3	75.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	1	25.0%
Agree	2	50.0%
Disagree	0	0.0%
Strongly Disagree	1	25.0%
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.

Parents of students from Hazlehurst Middle School commented that the school does well with communication and that teachers are friendly. Respondents would like to see improvements in school facilities and technology, nutrition, mental health supports, and more opportunities for parental involvement.

HAZLEHURST MIDDLE SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	13	20.3%
Agree	40	62.5%
Disagree	4	6.2%
Strongly Disagree	1	1.6%
Not Applicable or No Information	6	9.4%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	12	18.8%
Agree	36	56.2%
Disagree	10	15.6%
Strongly Disagree	2	3.1%
Not Applicable or No Information	4	6.2%

Our school (district) provides students and teachers with a safe and orderly environment for learning.		
	Count	Percentage
Strongly Agree	13	20.3%
Agree	27	42.2%
Disagree	18	28.1%
Strongly Disagree	4	6.2%
Not Applicable or No Information	2	3.1%

CURRICULUM AND INSTRUCTION

The programs of this school (district) meet the requirements of students with special needs (handicapped, learning disabled, gifted and talented, etc.).		
	Count	Percentage
Strongly Agree	14	21.9%
Agree	26	40.6%
Disagree	7	10.9%
Strongly Disagree	3	4.7%
Not Applicable or No Information	14	21.9%

My school work is challenging and requires my best effort.		
	Count	Percentage
Strongly Agree	25	39.1%
Agree	33	51.6%
Disagree	4	6.2%
Strongly Disagree	1	1.6%
Not Applicable or No Information	1	1.6%

The grading and evaluation of my class work is fair.		
	Count	Percentage
Strongly Agree	7	10.9%
Agree	29	45.3%
Disagree	18	28.1%
Strongly Disagree	7	10.9%
Not Applicable or No Information	3	4.7%

Teachers are willing to give students individual help outside of class time.		
	Count	Percentage
Strongly Agree	15	23.4%
Agree	26	40.6%
Disagree	8	12.5%
Strongly Disagree	7	10.9%
Not Applicable or No Information	8	12.5%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	34	23.3%
Additional academic support	6	4.1%
Tutoring	14	9.6%
Counseling	4	2.7%
A mentor	8	5.5%
School supplies	15	10.3%
Structured note taking mechanisms	8	5.5%
The teacher slows speech at times to help you understand	14	9.6%
The teacher uses gestures and demonstrations	14	9.6%
Use think aloud and think pair shares	11	7.5%
Use of bilingual handouts and cues	7	4.8%
Use of display word walls with high frequency words	11	7.5%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	19	29.7%
Agree	28	43.8%
Disagree	6	9.4%
Strongly Disagree	7	10.9%
Not Applicable or No Information	4	6.2%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	16	25.0%
Agree	20	31.2%
Disagree	11	17.2%
Strongly Disagree	11	17.2%
Not Applicable or No Information	6	9.4%
For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	5	7.8%
Agree	23	35.9%
Disagree	14	21.9%
Strongly Disagree	19	29.7%
Not Applicable or No Information	3	4.7%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	17	26.6%
Agree	28	43.8%
Disagree	9	14.1%
Strongly Disagree	5	7.8%
Not Applicable or No Information	5	7.8%
This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	3	4.7%
Agree	23	35.9%
Disagree	13	20.3%
Strongly Disagree	21	32.8%
Not Applicable or No Information	4	6.2%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	17	26.6%
Agree	29	45.3%
Disagree	7	10.9%
Strongly Disagree	8	12.5%
Not Applicable or No Information	3	4.7%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	10	15.6%
Agree	35	54.7%
Disagree	12	18.8%
Strongly Disagree	4	6.2%
Not Applicable or No Information	3	4.7%

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.

Students at Hazlehurst Middle School shared a range of perspectives highlighting both strengths and areas for improvement within their school experience. Many students recognized that the school does well in teaching and supporting learning, with several noting that teachers help them understand new concepts, push them to do their best, and provide extra support when needed. Students also acknowledged a generally safe environment, opportunities to participate in sports and activities, and access to resources such as the library, tutoring, and support from staff. However, feedback also revealed consistent concerns related to the overall school experience, particularly the need for better food quality, improved cleanliness of restrooms and classrooms, and more reliable technology and internet access. Students expressed interest in more extracurricular opportunities, improved facilities, and a more welcoming and less judgmental environment. Additionally, some responses indicated a desire for clearer instruction, fairer expectations, and stronger communication between students and staff. Overall, while students recognize positive efforts in teaching and support, they see significant opportunities to improve daily conditions and enhance their overall school experience.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Hazlehurst Middle School demonstrates a foundation of growth and opportunity, supported by an experienced teaching staff and areas of strong academic performance in the early middle grades. While enrollment has declined over time, the school continues to serve a changing and increasingly diverse student population. Academic data highlights encouraging strengths in Grades 6 and 7, particularly in mathematics, and shows that many students are approaching proficiency levels, indicating strong potential for improvement with targeted support. At the same time, rising chronic absenteeism and performance declines in upper grades, especially Grade 8, present clear areas for focus. The school has maintained consistent instructional efforts and is positioned to improve outcomes by strengthening alignment across grade levels, addressing attendance challenges, and building on existing successes. Overall, Hazlehurst Middle School has key structures in place to accelerate progress and improve student achievement moving forward.

STRENGTHS



1) Strong performance in early middle grades, particularly in mathematics. Grades 6 and 7 math performance is near state averages, demonstrating effective instructional practices and a solid academic foundation in early middle school.



2) Increasingly experienced and stable teaching staff. The percentage of experienced teachers has grown, increasing from 68.9% in 2022 to 72.5% in 2024, and reliance on provisional teachers has decreased, supporting instructional consistency and continuity.



3) Positive momentum for English learner progress. English Learner growth has improved, indicating that targeted supports for this subgroup are having a

positive impact. As indicated on the survey, faculty members ranked English Learners (ELs) as a top priority for professional development.



4) **Commitment to instructional improvement and student support.** Data reflects a school actively working to support student learning through targeted interventions and a focus on improving outcomes for all students



5) **Opportunities to build from students approaching proficiency.** Assessment data shows many students performing at Level 3, suggesting that focused instructional strategies could significantly increase proficiency rates.

CHALLENGES

1) **Rising chronic absenteeism limiting student access to information.** Chronic absenteeism has increased significantly, reaching 38.8%, with the highest rates among students with disabilities, creating barriers to academic progress.



2) **Declining performance in upper middle grades, especially Grade 8.** While early grades show strength, Grade 8 performance drops sharply across subjects, indicating gaps in vertical alignment and instructional continuity.



3) **Low reading and science proficiency levels.** ELA and science performance remain below expectations, with science identified as a key area needing immediate improvement.



4) **Stagnant accountability rating with limited growth among lowest-performing students.** The school has remained at a “D” rating, with growth data indicating challenges in accelerating progress for struggling students.



5) **Staffing alignment concerns in core content areas.** The decline in teachers teaching in-field suggests a need to improve certification alignment,

ACTIONABLE NEXT STEPS

IMMEDIATE (0–6 MONTHS)

- **Target chronic absenteeism with subgroup-specific strategies.** Use attendance data to identify students approaching chronic absence thresholds and implement early, supportive outreach, particularly for students with disabilities who show the highest rates. Build on existing school climate strengths to improve student engagement and daily attendance.

- **Focus instruction on priority skill gaps in reading and math.** Use current assessment and classroom data to identify students near proficiency (Level 3) and provide targeted support to move them into Levels 4 and 5, especially in Grades 7–8 where declines are most evident.
- **Stabilize instructional delivery through staffing alignment.** Review teacher assignments to improve in-field placement and ensure that core content areas, particularly ELA and science, are supported by appropriately certified staff.

MID-TERM (6–18 MONTHS)

- **Strengthen vertical alignment in Grades 6–8 instruction.** Build consistency across grade levels in ELA, math, and science to address performance declines in upper grades, ensuring that foundational skills are reinforced and extended each year.
- **Increase focus on growth for the lowest-performing students.** Implement structured intervention blocks and progress monitoring systems to ensure that students in the lowest quartile receive targeted, consistent support.
- **Expand targeted supports for students with disabilities and English learners.** Strengthen co-teaching practices, differentiation strategies, and intervention systems to address persistent subgroup performance gaps.

LONG-TERM (18–36 MONTHS)

- **Rebuild academic performance toward accountability improvement.** Establish clear benchmarks for proficiency and growth across subjects, with a focus on improving reading and science outcomes and moving the school out of a "D" rating.
- **Develop a sustainable staffing and retention plan.** Continue strengthening teacher experience levels while improving in-field placement to ensure consistent, high-quality instruction across all content areas.
- **Leverage strengths in early middle grades to improve upper-grade outcomes.** Analyze successful instructional practices in Grades 6–7 math and apply those strategies to Grade 8 and across other content areas to improve overall performance.

NOTES

HAZLEHURST HIGH SCHOOL

INTRODUCTION

Hazlehurst High School is located at 101 South Haley Street in Hazlehurst, Mississippi, and serves students in grades nine through twelve (9-12). The school serves three hundred ninety-one (391) students and provides a comprehensive high school experience focused on academic achievement, career readiness, and personal growth. Under the leadership of Principal Tarrah Lockhart and Assistant Principal Frank Terry, the school maintains high expectations while fostering a supportive and structured learning environment.

Hazlehurst High School offers a variety of academic opportunities designed to prepare students for postsecondary success. Students have access to Advanced Placement courses and dual enrollment options, allowing them to earn college credit while still in high school. In addition, the school provides Career and Technical Education (CTE) pathways that equip students with practical skills and workforce readiness. Instruction is supported by targeted interventions and a focus on strengthening core academic skills to ensure all students have the opportunity to succeed.



The school also emphasizes student involvement through a range of extracurricular activities. Programs such as band and JROTC provide leadership development and encourage discipline and teamwork. Athletic programs continue to be a source of pride, with teams competing successfully at the district level, including notable achievements in track. Through its academic offerings and extracurricular programs, Hazlehurst High School remains committed to preparing students for college, careers, and responsible citizenship.

ENROLLMENT AND ATTENDANCE

ENROLLMENT

HAZLEHURST HIGH SCHOOL ENROLLMENT BY GRADE LEVEL

	2022	2023	2024	2025	2026
ALL	416	401	436	385	391
GR_09	129	105	128	66	120
GR_10	104	116	113	121	72
GR_11	105	90	112	101	113
GR_12	*	*	*	97	86

(MDE, 2025m)

Figure 131: Hazlehurst High School Enrollment by Grade Level

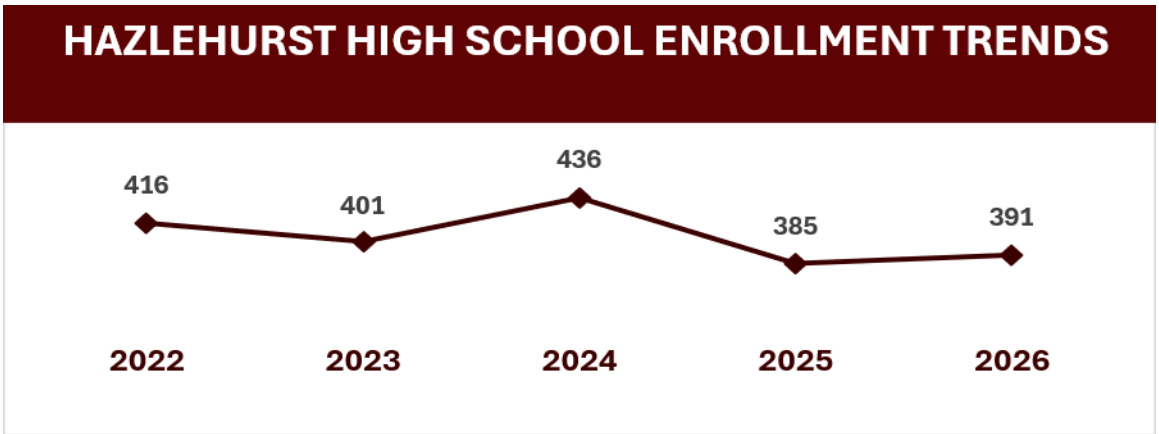


Figure 132: Hazlehurst High School Enrollment Trends 2022-2026

HAZLEHURST HIGH SCHOOL ENROLLMENT BY DEMOGRAPHIC GROUP

		2022	2023	2024	2025	2026
ALL	ALL	416	401	436	385	391
GENDER	FEMALE	203	195	224	202	192
	MALE	213	206	212	183	199
RACE	BLACK OR AFRICAN AMERICAN	373	345	367	311	314
	HISPANIC OR LATINO	32	41	50	54	50
	TWO OR MORE RACES	*	*	*	10	*
	WHITE	*	*	*	10	*

(MDE, 2025m)

Figure 133: Hazlehurst High School Enrollment by Demographic Group

HAZLEHURST HIGH SCHOOL CHANGE IN ETHNIC GROUP % OF ENROLLMENT OVER 5 YEARS			
	2022	2026	CHANGE
BLACK OR AFRICAN AMERICAN	89.7%	80.3%	-9.4%
HISPANIC OR LATINO	7.7%	12.8%	5.1%

Figure 134: Hazlehurst High School Change in Ethnic Group % of Enrollment Over 5 Years

ATTENDANCE

HAZLEHURST HIGH SCHOOL AVERAGE DAILY ATTENDANCE			
	2023	2024	2025
ALL	350.4	354.4	326.7
GR_09	92.4	106.4	61.5
GR_10	103.9	83.9	103.7
GR_11	76.0	91.8	79.9
GR_12	73.9	64.5	78.6
(MDE, 2023o, 2024q, 2025s)			

Figure 135: Hazlehurst High School Average Daily Attendance

HAZLEHURST HIGH SCHOOL ESTIMATED AVERAGE DAILY ATTENDANCE AS PERCENTAGE OF ENROLLMENT*			
	2023	2024	2025
ALL	87.4%	81.3%	84.9%
GR_09	88.0%	83.2%	93.2%
GR_10	89.5%	74.2%	85.7%
GR_11	84.4%	82.0%	79.2%
GR_12			81.0%
(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 136: Hazlehurst High School Estimated Average Daily Attendance as Percentage of Enrollment

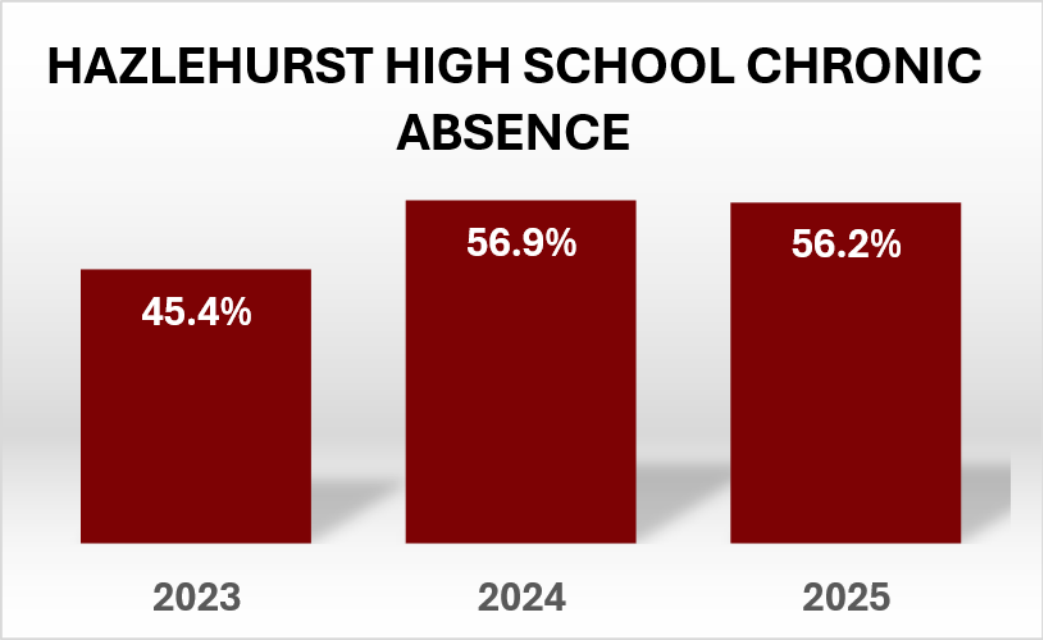


Figure 137: Hazlehurst High School Chronic Absence

HAZLEHURST HIGH SCHOOL CHRONIC ABSENCE PERCENTAGE BY DEMOGRAPHIC GROUP				
		2023	2024	2025
ALL	ALL	45.4	56.9	56.2
GENDER	FEMALE	44.3	54.7	56.5
	MALE	46.4	59.3	55.9
DISABILITY	STUDENTS WITH DISABILITIES	55.6	50.0	54.8
	STUDENTS WITHOUT DISABILITIES	44.0	57.8	56.4
EL	LIMITED ENGLISH PROFICIENCY	42.1	66.7	60.9
RACE	BLACK OR AFRICAN AMERICAN	47.6	55.6	54.7
	WHITE	25.0	78.6	72.7
	HISPANIC OR LATINO	36.0	59.0	59.0
	TWO OR MORE RACES	≤5%	≤5%	70.0
				(MDE, 2026f)

Figure 138: Hazlehurst High School Chronic Absence Percentage by Demographic Group



HHS Enrollment and Attendance Takeaways

Hazlehurst High School's data reflects **stable enrollment trends and opportunities for continued improvement in attendance outcomes**. Enrollment has remained relatively consistent, with **391 students in 2026**, showing recovery after a dip in 2025. Grade-level shifts indicate some cohort variability, particularly in Grades 9 and 10, but overall numbers suggest **stabilization and steady student presence**. Demographically, the school continues to serve a predominantly **Black or African American population**, while the **Hispanic population has increased**, reflecting a gradual diversification of the student body.

Attendance data shows **areas of progress alongside ongoing challenges**. While **chronic absenteeism remains high**, increasing from 45.4% in 2023 to 56.2% in 2025, the rate has **stabilized from 2024 to 2025**, suggesting potential impact from intervention efforts. **Average daily attendance (ADA)** improved from 81.3% in 2024 to **84.9% in 2025**, with notable gains in Grades 9 and 10.

Overall, the data indicates a school with **stable enrollment and signs of improving daily attendance**, providing a foundation to strengthen targeted strategies aimed at **reducing chronic absenteeism and increasing consistent student engagement**.

ACCOUNTABILITY

ACCOUNTABILITY RATINGS

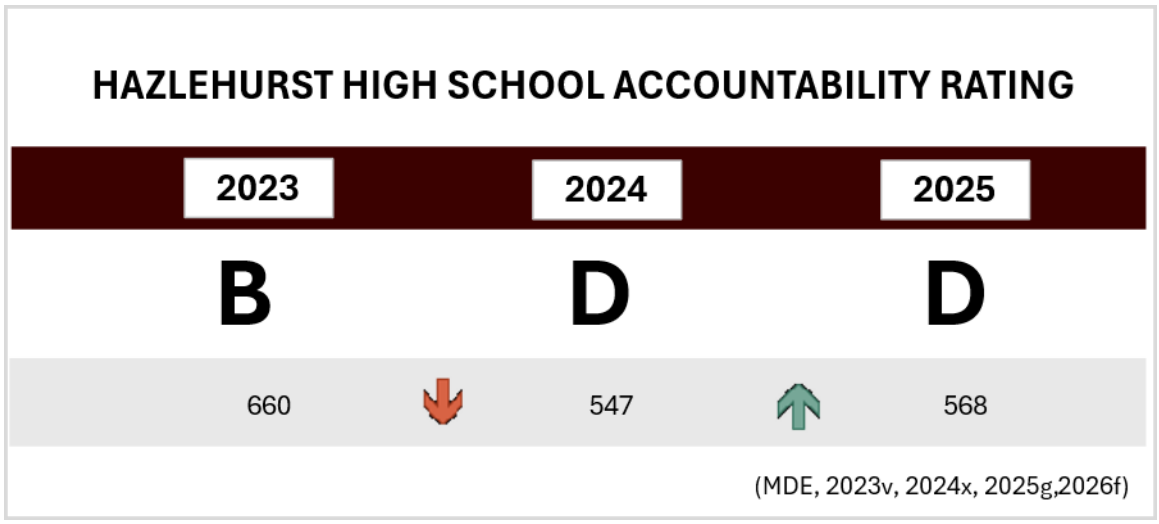


Figure 139: Hazlehurst High School Accountability Rating

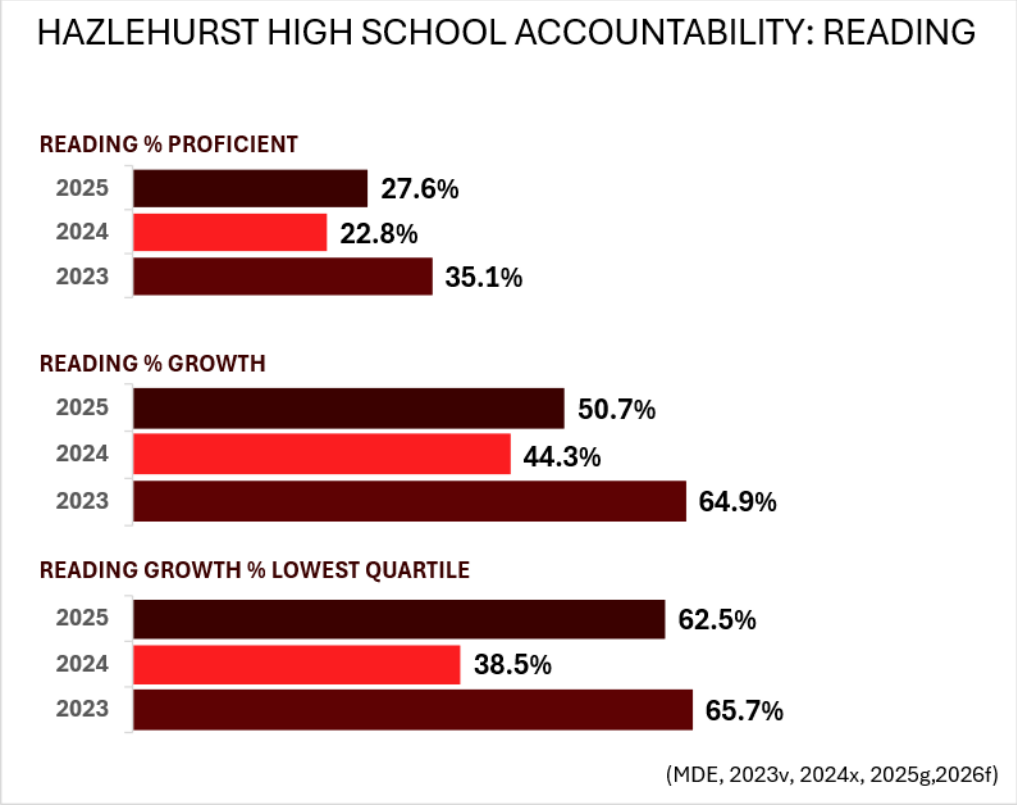


Figure 140: Hazlehurst High School Accountability: Reading

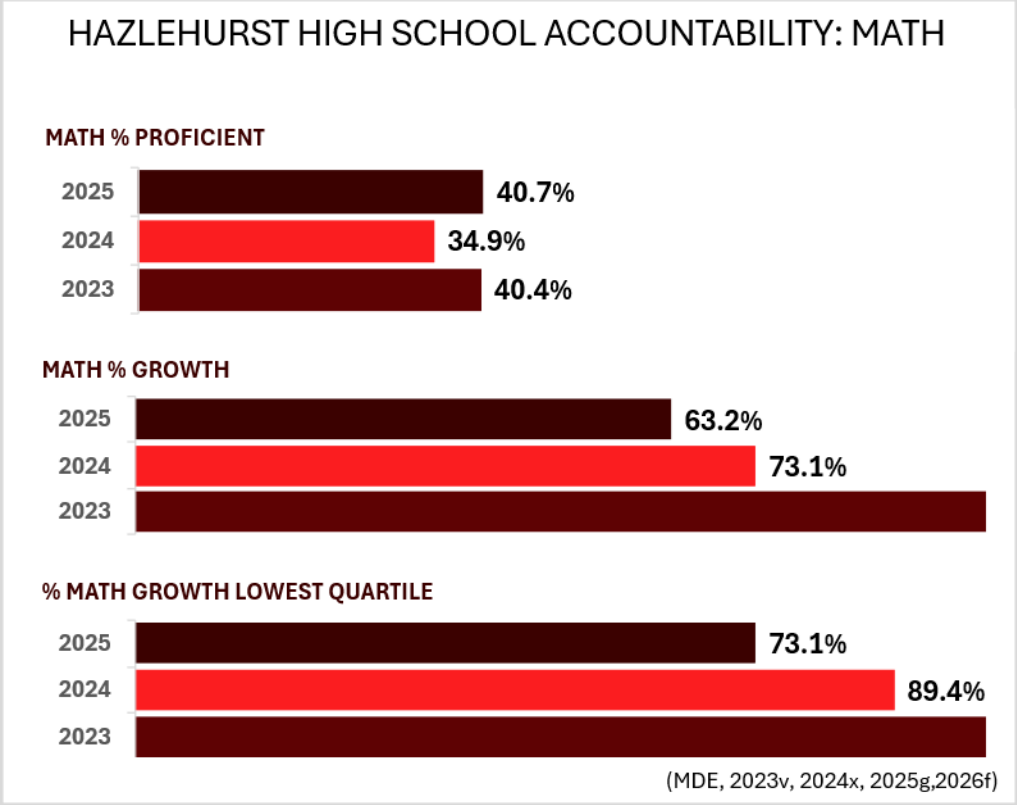


Figure 141: Hazlehurst High School Accountability: Math

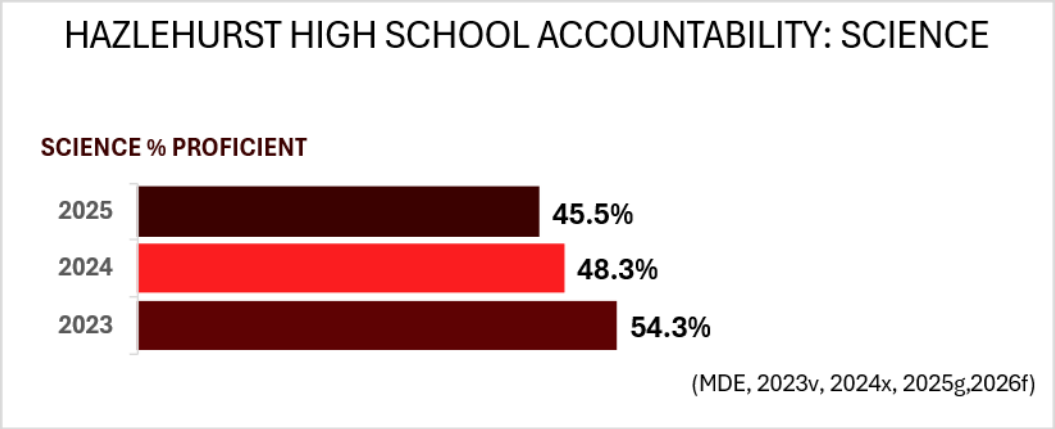


Figure 142: Hazlehurst High School Accountability: Science

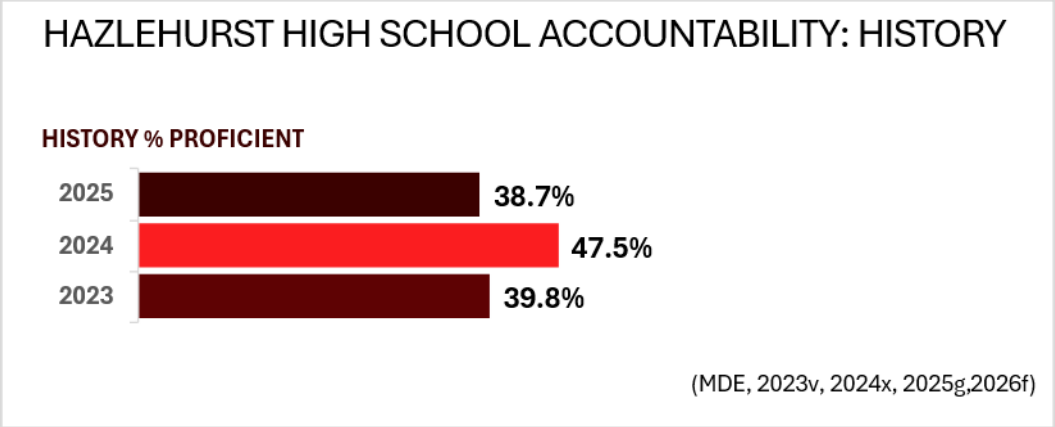


Figure 143: Hazlehurst High School Accountability: History

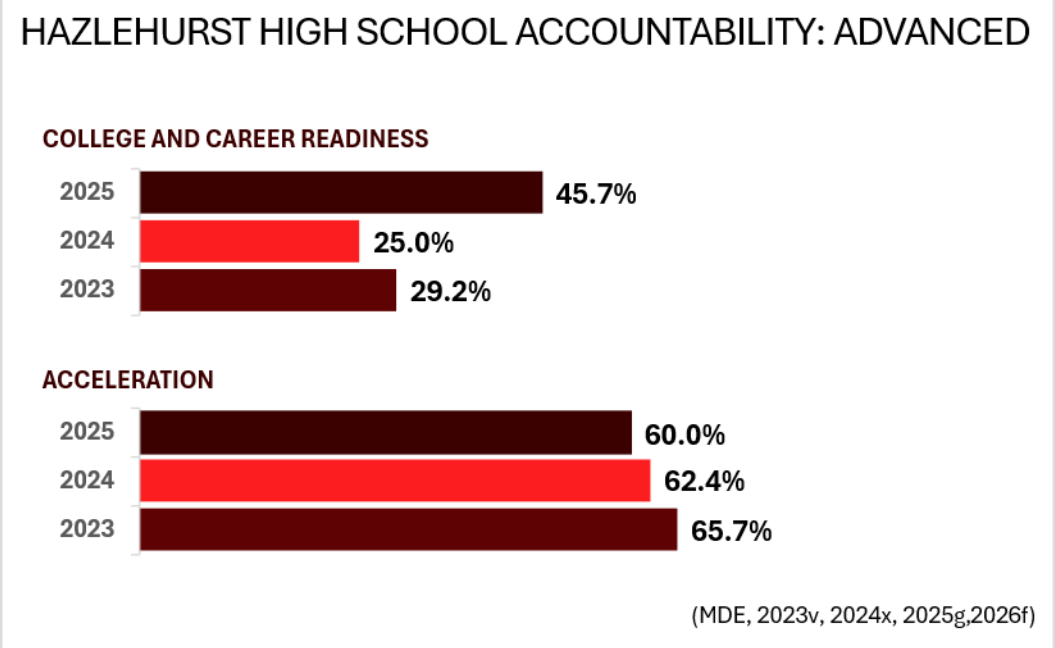


Figure 144: Hazlehurst High School Accountability: Advanced

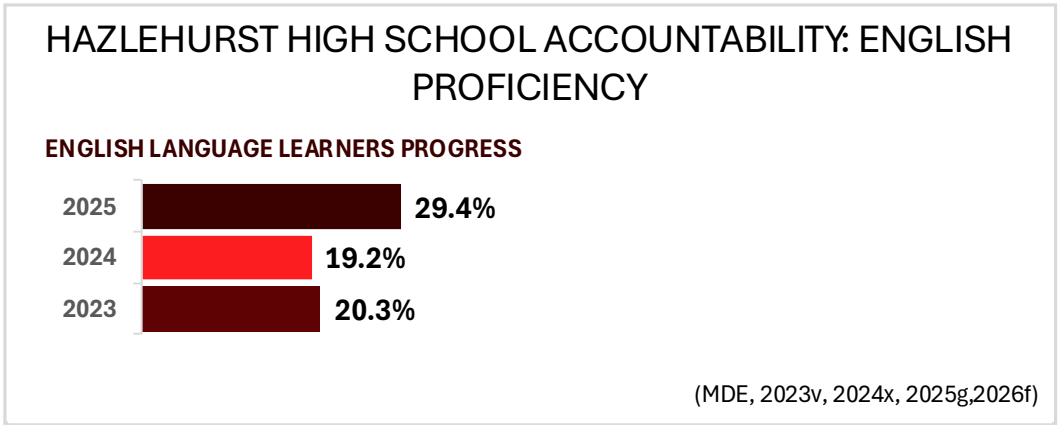


Figure 145: Hazlehurst High School Accountability: English Proficiency

ACCOUNTABILITY BY DEMOGRAPHIC GROUP

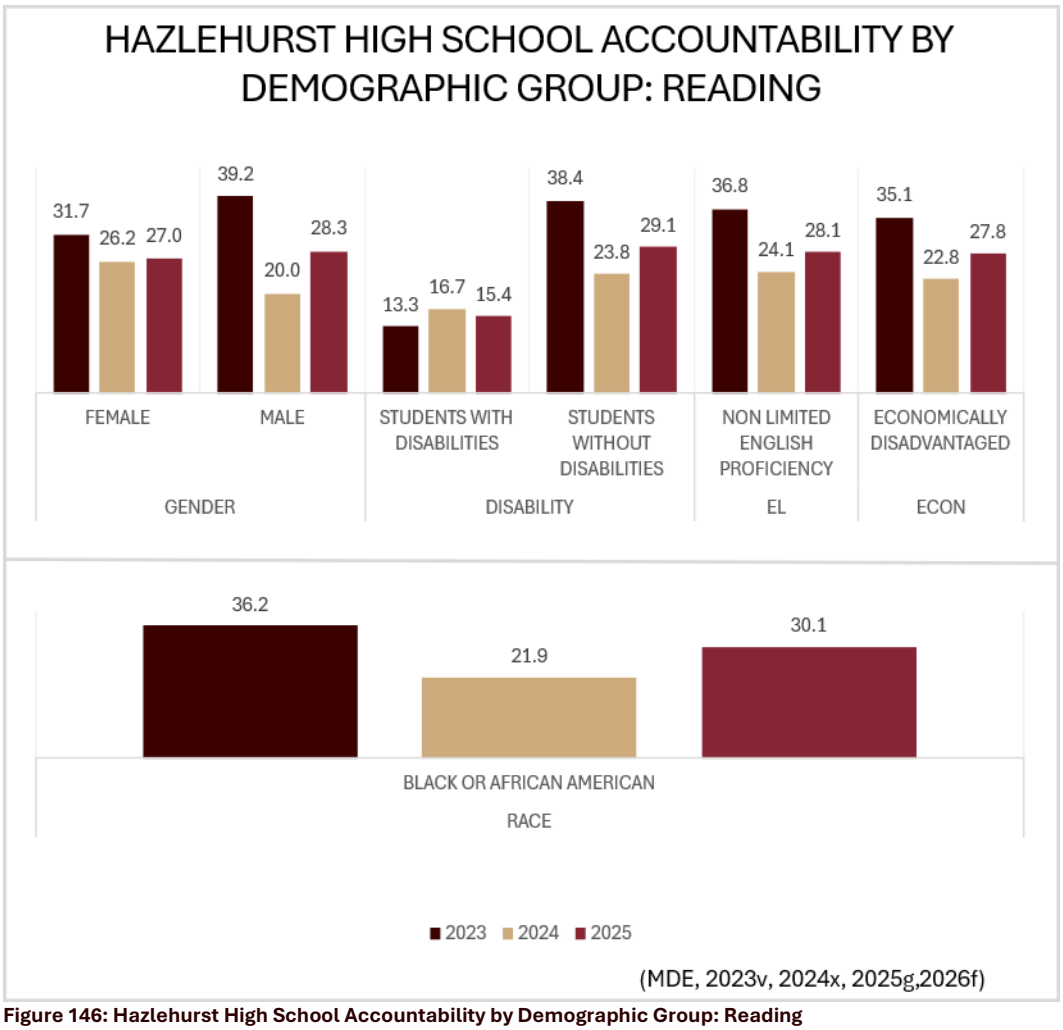


Figure 146: Hazlehurst High School Accountability by Demographic Group: Reading

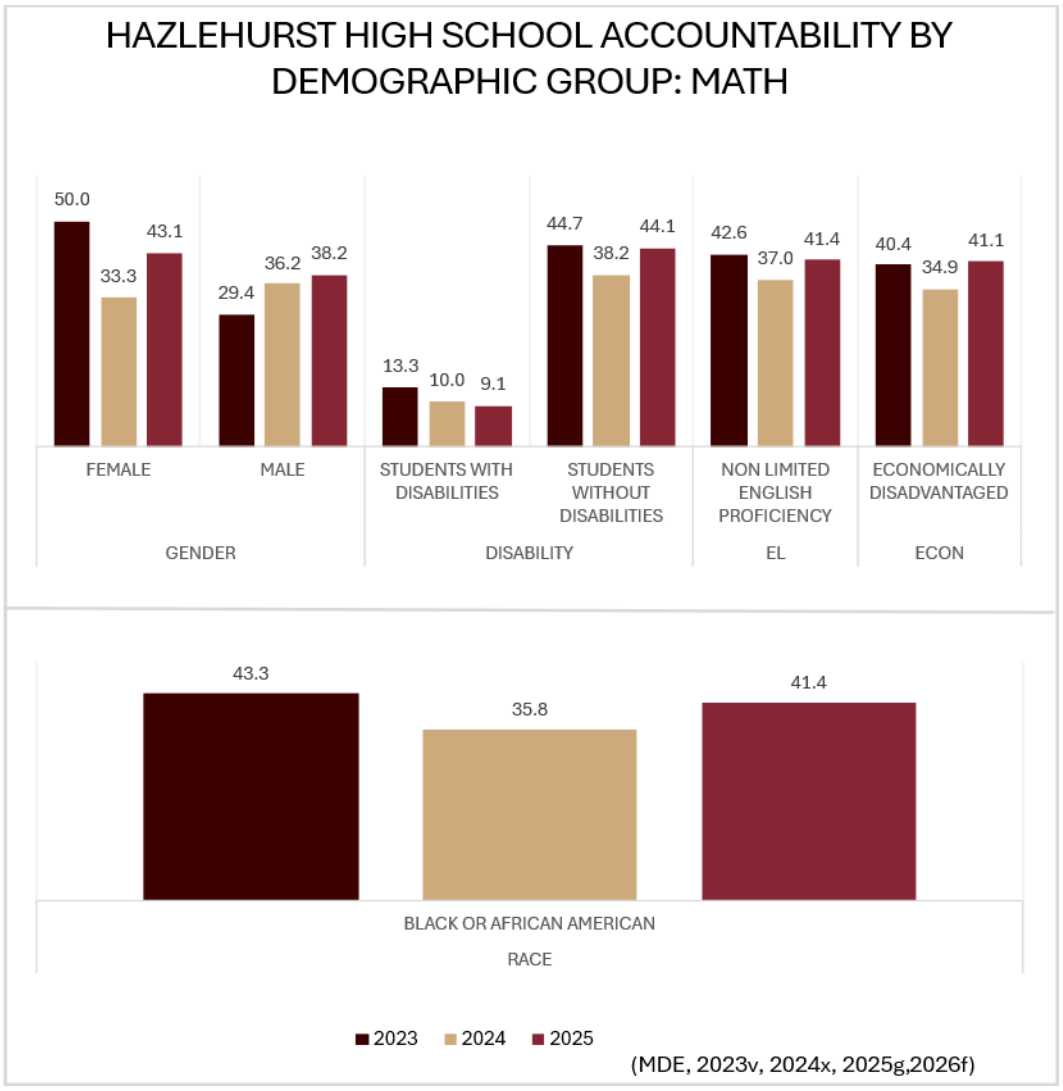


Figure 147: Hazlehurst High School Accountability by Demographic Group: Math



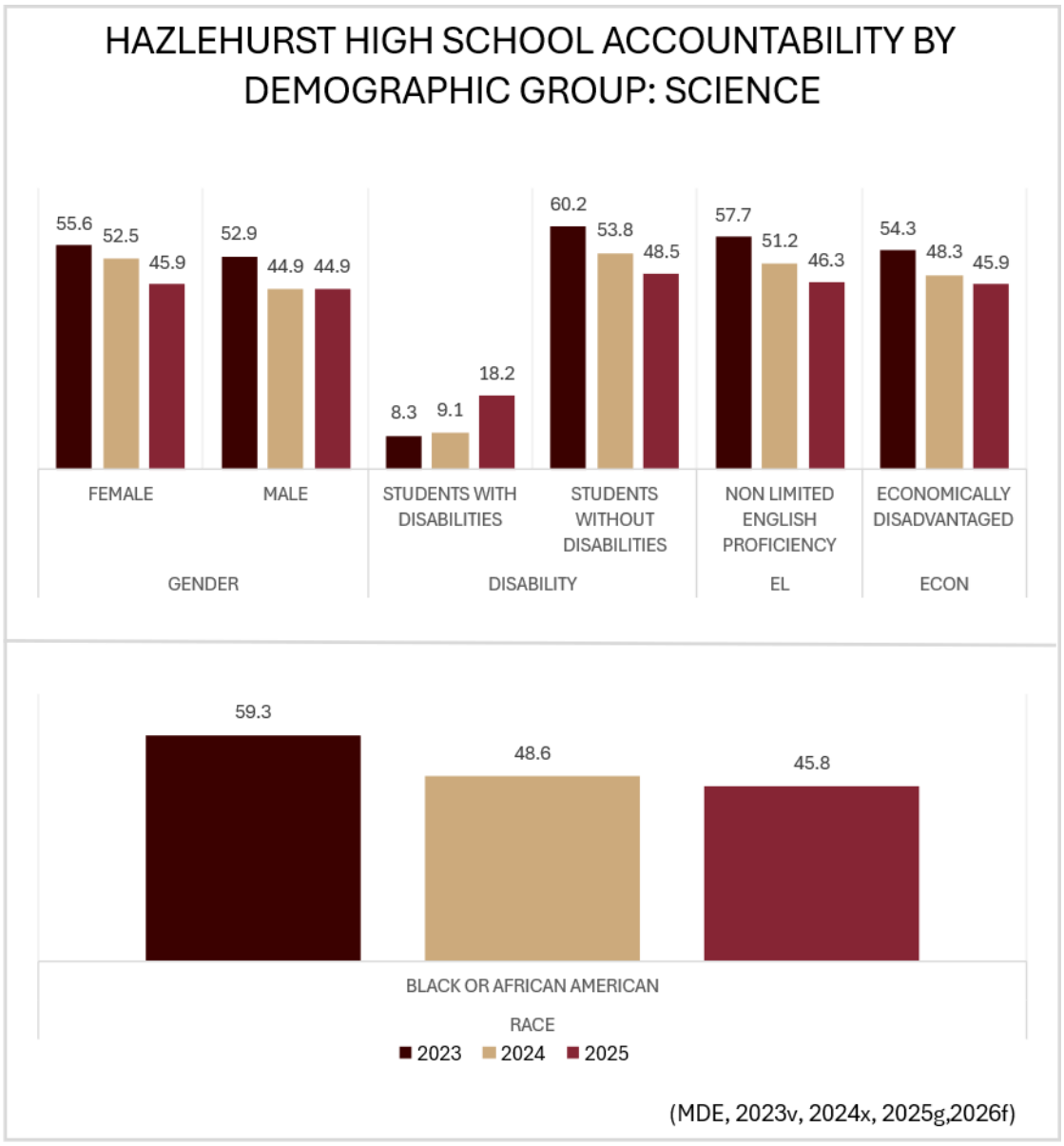


Figure 148: Hazlehurst High School Accountability by Demographic Group: Science



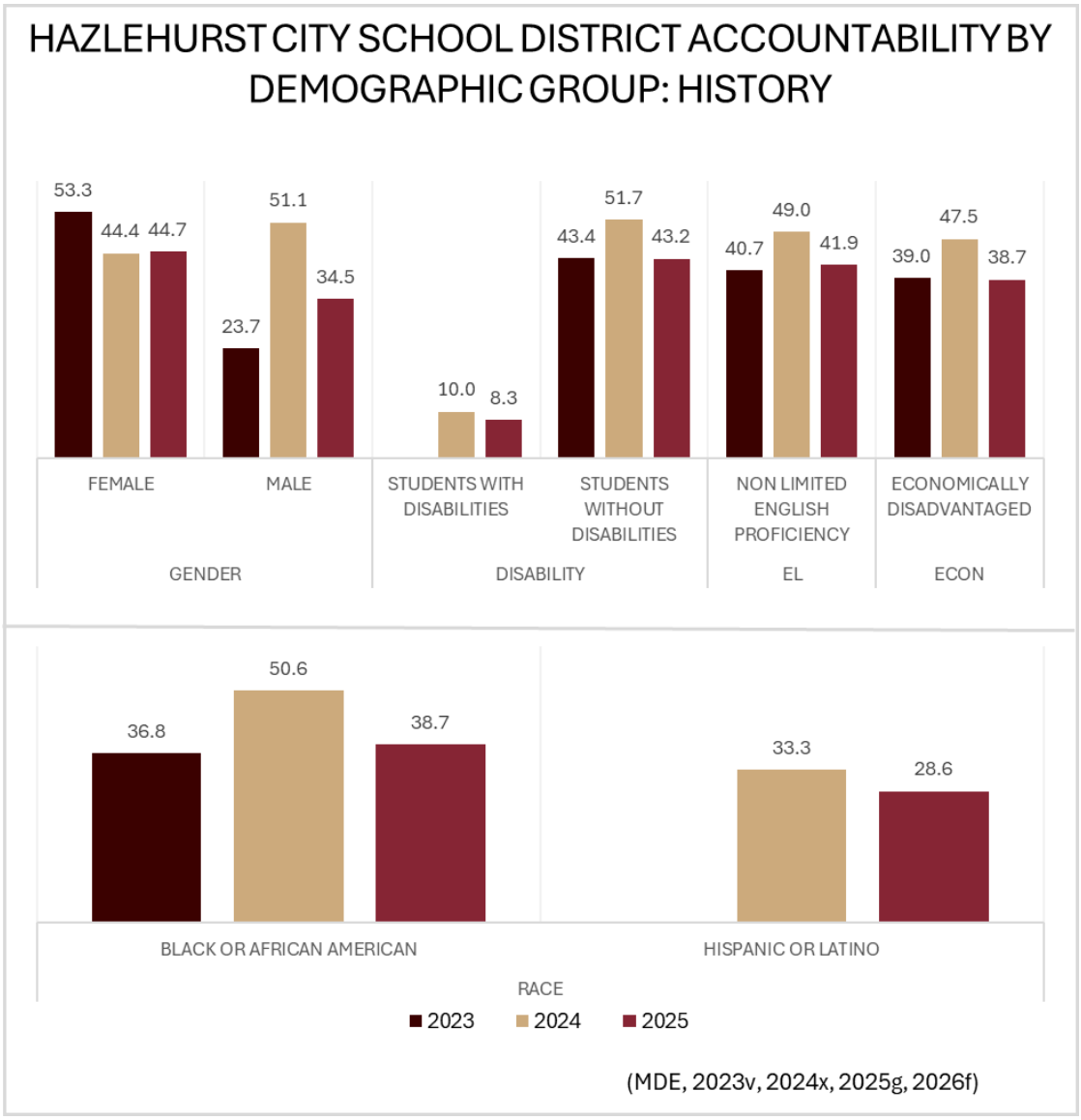
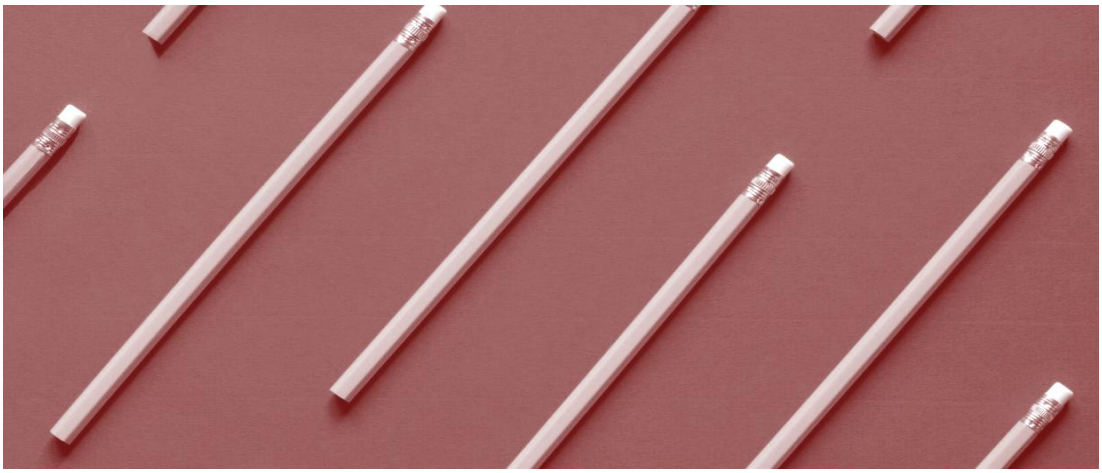


Figure 149: Hazlehurst High School Accountability by Demographic Group: History



PROFICIENCY GAP TO GOAL

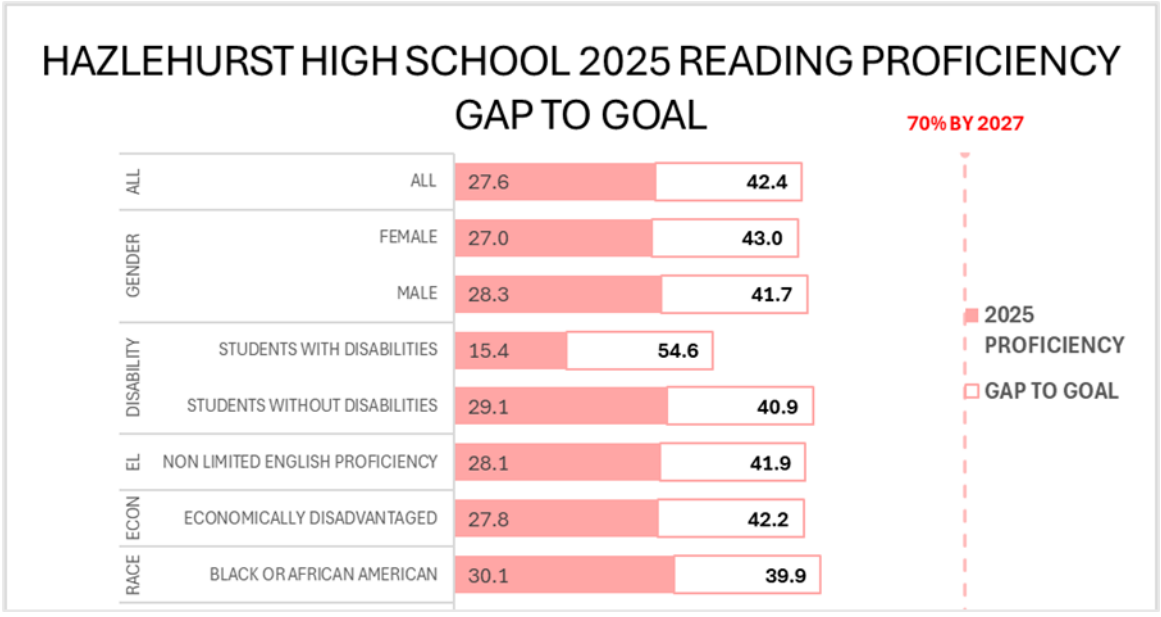


Figure 150: Hazlehurst High School 2025 Reading Proficiency Gap to Goal

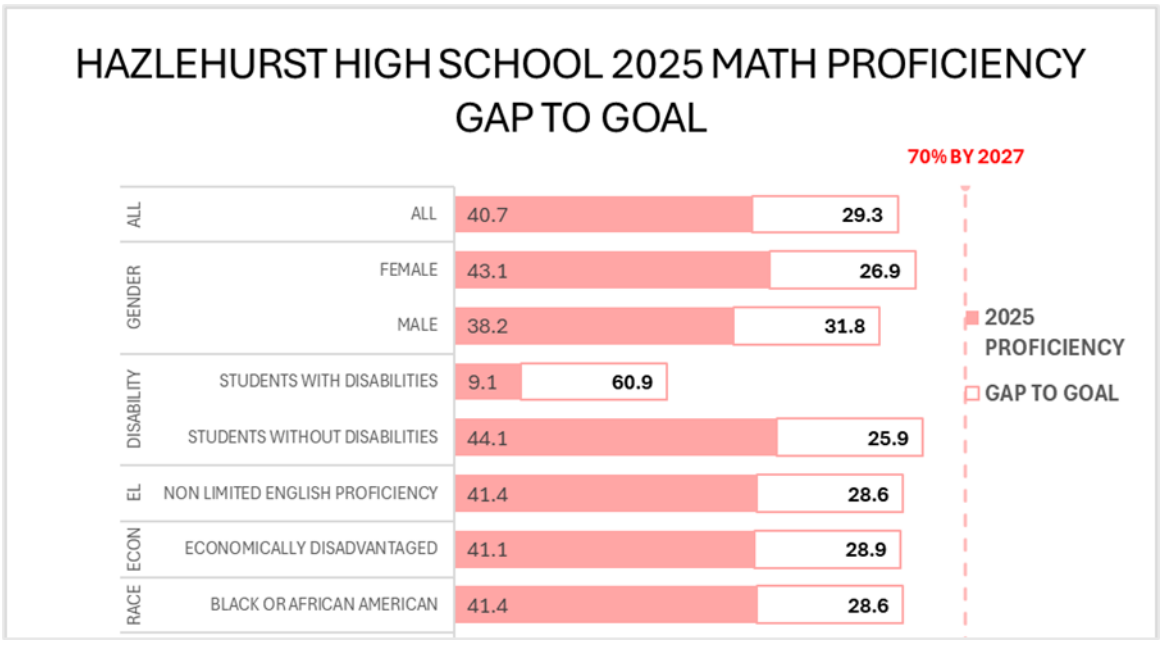


Figure 151: Hazlehurst High School 2025 Math Proficiency Gap to Goal

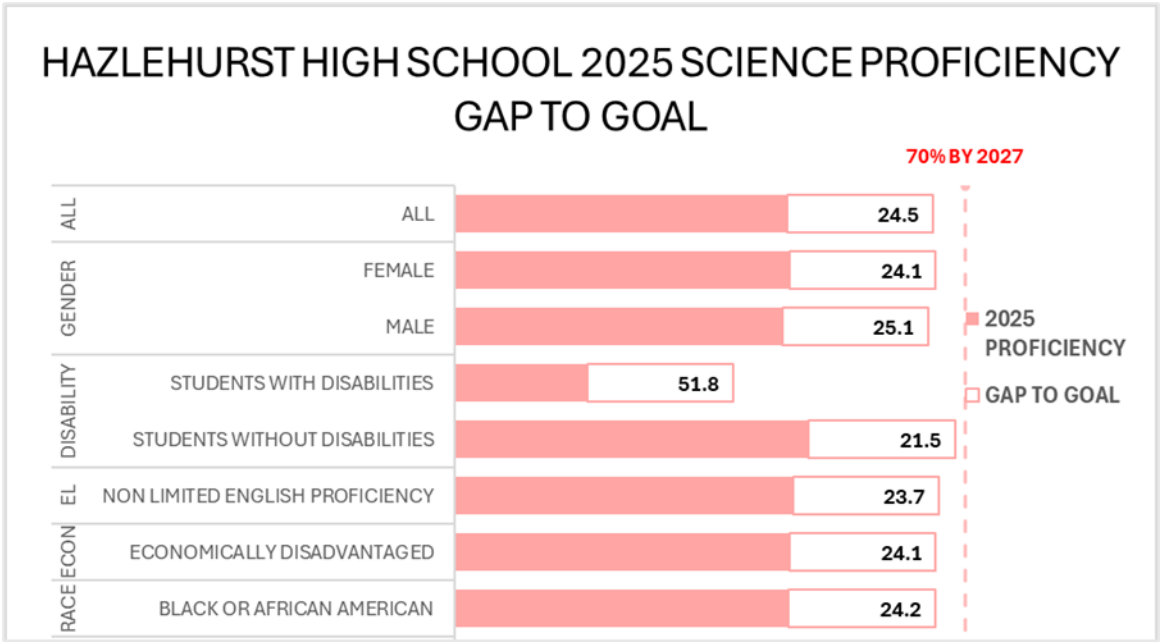


Figure 152: Hazlehurst High School 2025 Science Proficiency Gap to Goal

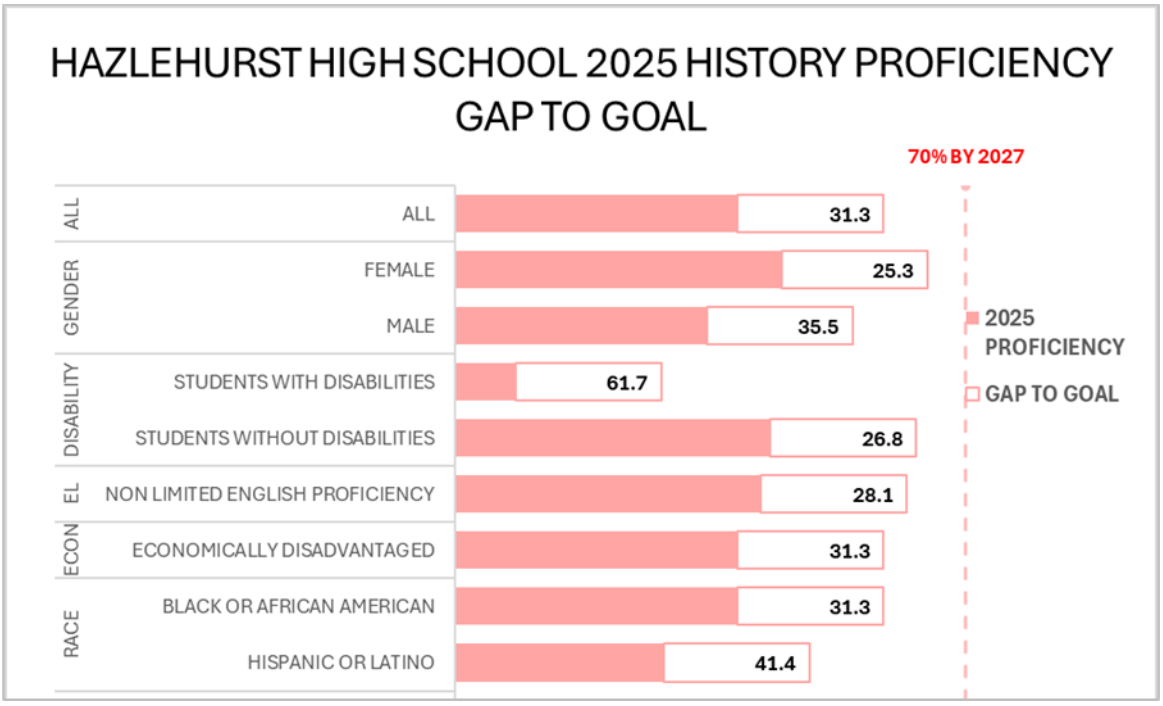


Figure 153: Hazlehurst High School 2025 History Proficiency Gap to Goal

GRADUATION RATES

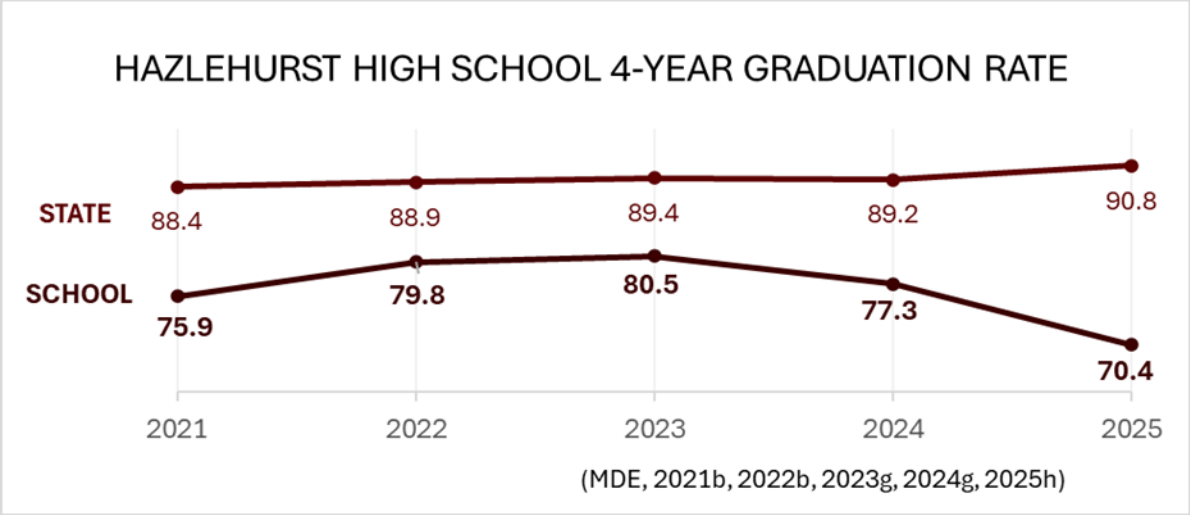
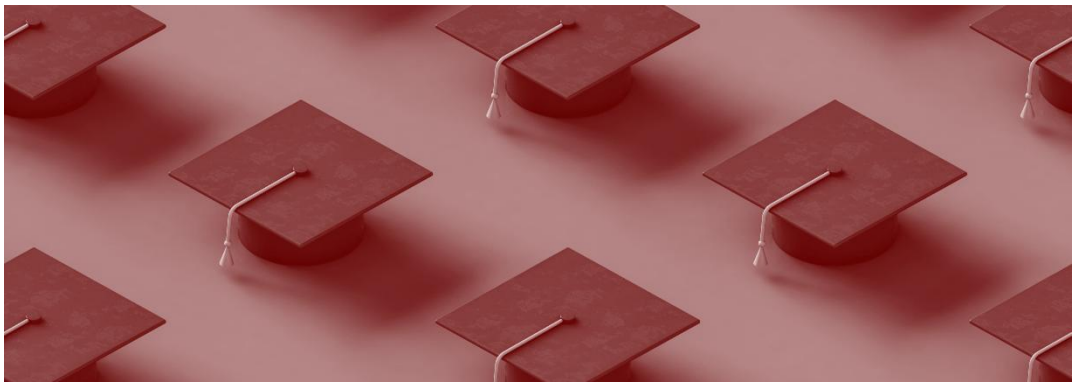


Figure 154: Hazlehurst High School 4-Year Graduation Rate



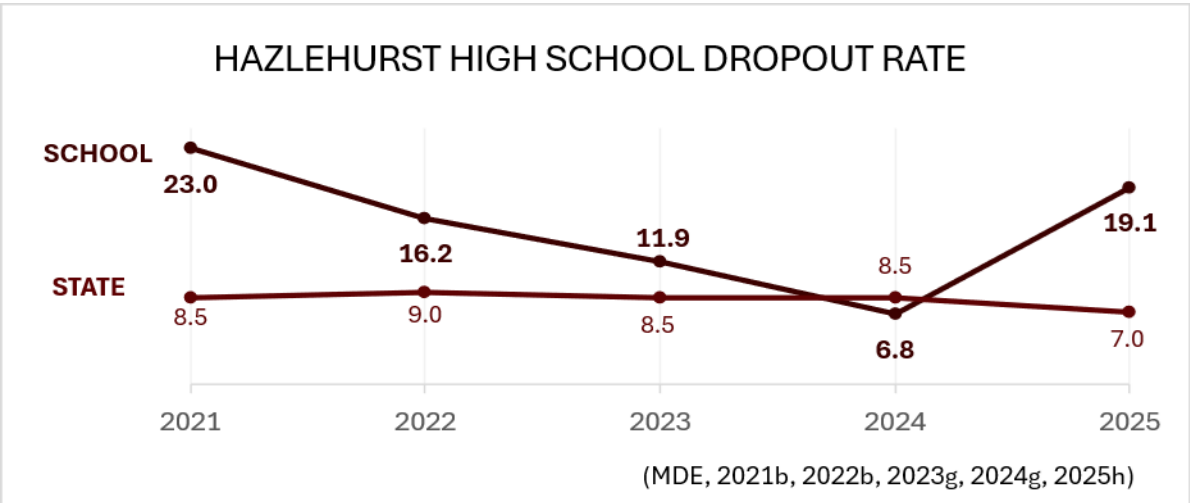


Figure 155: Hazlehurst High School Dropout Rate

ADVANCED COURSE ENROLLMENT

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

ENROLLED IN ADVANCED COURSES							
		2022		2023		2024	
		#	%	#	%	#	%
ALL		74.8	41.3%	107.3	62.0%	104.1	55.7%
GENDER	FEMALE	44.4	52.9%	60.7	70.6%	73.7	69.5%
	MALE	30.4	31.3%	46.6	53.6%	30.4	37.5%
RACE	BLACK OR AFRICAN AMERICAN	67.9	40.4%	98.0	61.6%	92.2	57.3%
	HISPANIC OR LATINO	10.0	49.0%			<10	49.5%
	WHITE					<10	<5%
DISABILITY	STUDENTS WITH DISABILITIES	10.0	17.4%			<10	8.7%
	STUDENTS WITHOUT DISABILITIES	70.8	44.8%	103.5	17.3%	102.1	62.3%
EL	NON LIMITED ENGLISH PROFICIENCY	74.8	41.6%	107.3	68.5%	104.1	58.2%

Figure 156: Hazlehurst High School Advanced Course Enrollment



HHS ACCOUNTABILITY TAKEAWAYS

Hazlehurst High School's data reflects **emerging strengths and opportunities for continued growth**, particularly in academic performance and college readiness. While the school maintained a **"D" rating in 2024 and 2025**, there are encouraging signs of progress. Overall performance improved slightly, with points increasing from **547 in 2024 to 568 in 2025**, indicating forward momentum.

Academic trends show **gains in key areas**. **Math proficiency (40.7%)** rebounded to exceed 2024 levels, and subgroup performance in math demonstrates **consistent improvement**, particularly among economically disadvantaged students and Black or African American students. **Reading proficiency (27.6%)** also increased from 2024, with **notable growth gains** and strong improvement in the **lowest quartile**, suggesting targeted interventions are having an impact.

Additionally, **College and Career Readiness** increased significantly to **45.7%**, reflecting expanded opportunities and student engagement in advanced coursework. **English Learner progress** also improved, highlighting success in supporting diverse learners.

While **dropout rates remain an area of concern**, the data overall suggests the school is **building a foundation for sustained improvement** through strengthened instruction, targeted supports, and a focus on student outcomes.



ASSESSMENT

ACT

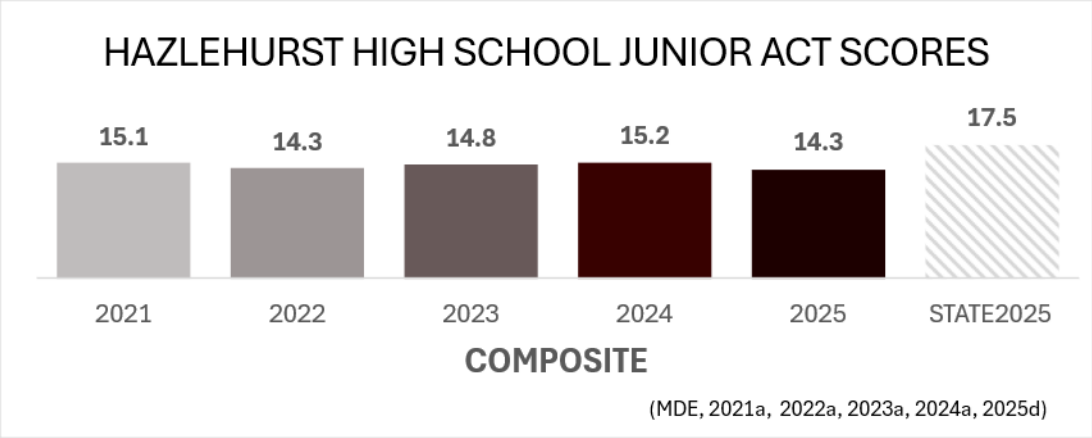


Figure 157: Hazlehurst High School Junior ACT Scores: Composite

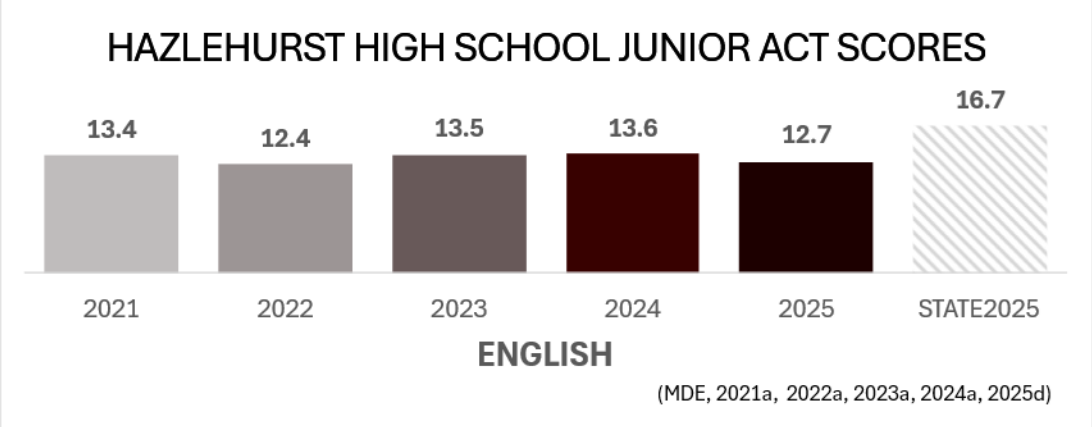


Figure 158: Hazlehurst High School Junior ACT Scores: English

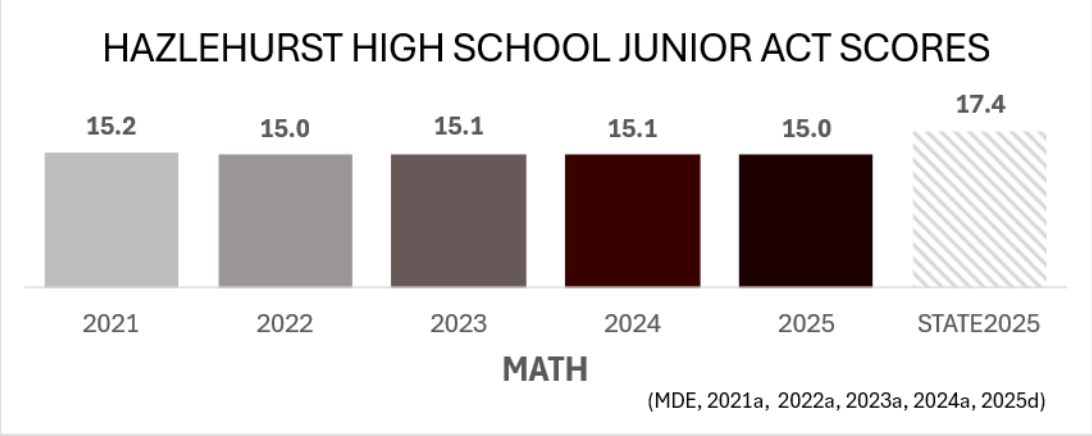


Figure 159: Hazlehurst High School Junior ACT Scores: Math

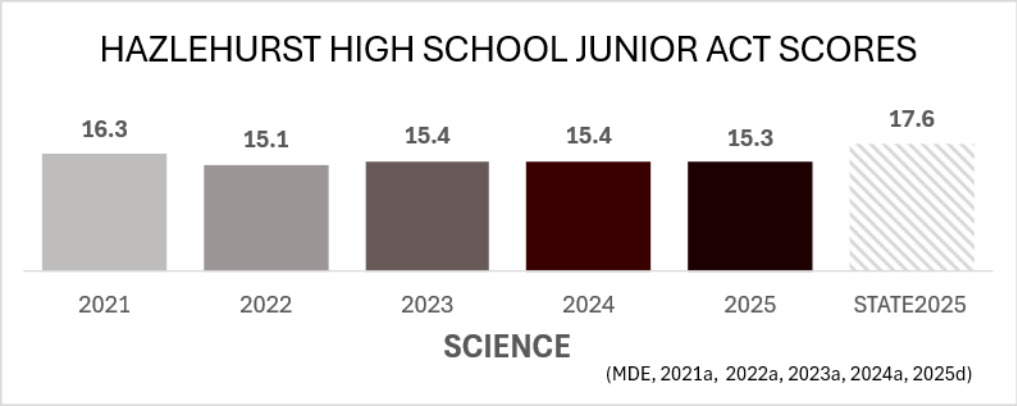


Figure 160: Hazlehurst High School Junior ACT Scores: Science

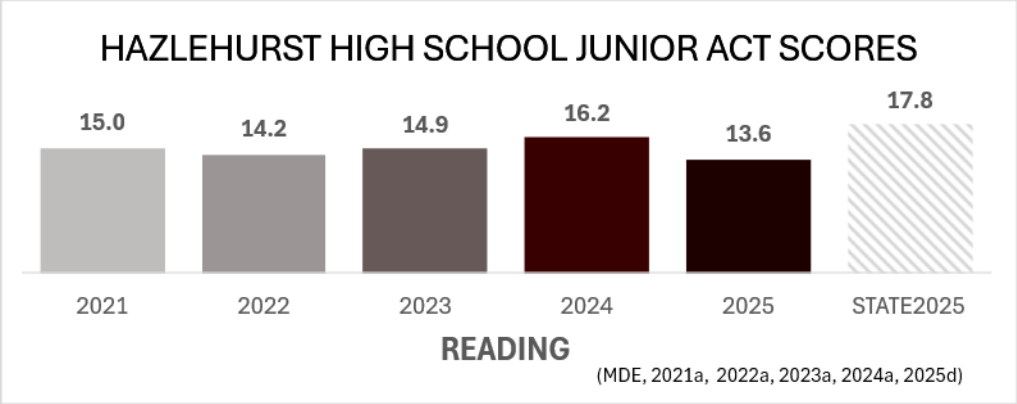


Figure 161: Hazlehurst High School Junior ACT Scores: Reading

MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM

MAAP ELA AND MATH

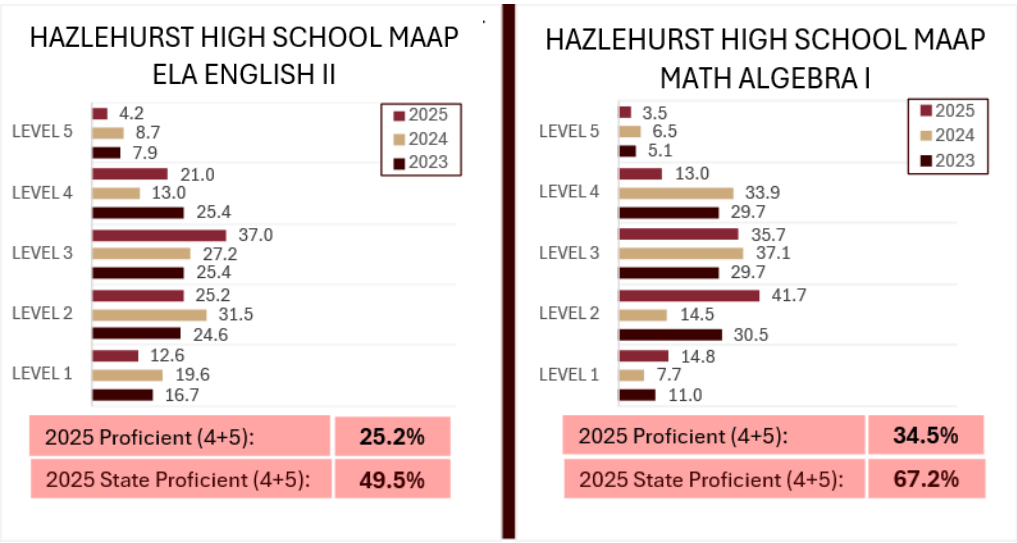


Figure 162: Hazlehurst High School MAAP ELA and MATH English II and Algebra I

MAAP END-OF-COURSE

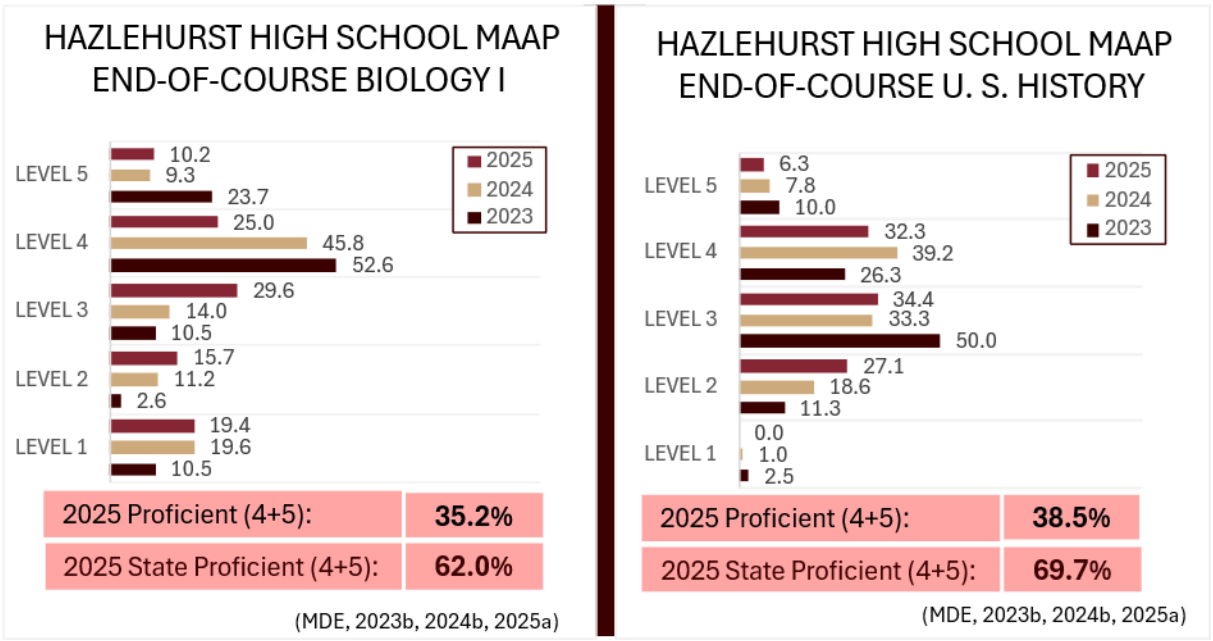


Figure 163: Hazlehurst High School MAAP End-Of-Course Biology I and U. S. History

HHS Assessment Takeaways

Hazlehurst High School's assessment data reflects **stable performance with areas of growth and clear opportunities for continued improvement**. Junior ACT scores have remained **consistent over time**, with a composite score of **14.3 in 2025**, showing stability across multiple years. Subject scores in **math, science, and English** demonstrate minimal fluctuation, while **reading showed a prior increase**, indicating potential for continued gains.

End-of-course (EOC) data highlights **strengths in science and history performance trends**, with **Biology I (35.2%) and U.S. History (38.5%) proficiency** showing solid foundations for growth. While these remain below state averages, performance distributions indicate a **large percentage of students in Level 3**, suggesting many are approaching proficiency.

In core areas, **Algebra I (34.5%) and English II (25.2%)** reflect opportunities to increase students reaching Levels 4 and 5. Overall, the data suggests a school with **consistent academic performance and strong potential to improve proficiency through targeted instruction and continued focus on college readiness skills**.

PERSONNEL

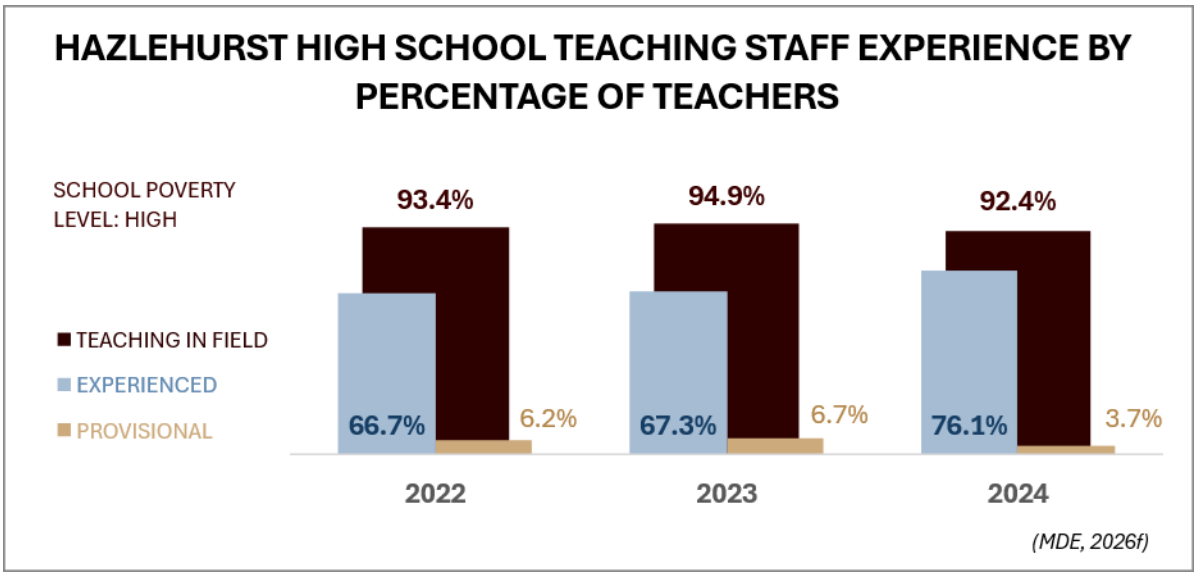


Figure 164: Hazlehurst High School Teaching Staff Experience by Percentage of Teachers

HHS Personnel Takeaways



Hazlehurst High School's personnel data reflects a **highly qualified and increasingly experienced teaching staff**, which serves as a strong foundation for instructional improvement. The percentage of teachers **teaching in their field** remains consistently high, ranging from **93.4% in 2022 to 92.4% in 2024**, demonstrating strong alignment between teacher certification and assigned content areas. The proportion of **experienced teachers** has steadily increased from **66.7% in 2022 to 76.1% in 2024**, indicating improved staff retention and a more seasoned workforce. This upward trend supports continuity in instruction and strengthens overall school capacity.

Additionally, the percentage of **provisional teachers** has declined from **6.7% in 2023 to 3.7% in 2024**, reflecting progress in staffing fully certified educators. As a **high-poverty school**, maintaining a stable, experienced, and certified staff is critical. Overall, the data highlights **strong teacher qualifications, growing experience levels, and reduced reliance on provisional staff**, positioning the school to continue improving student outcomes.

HAZLEHURST HIGH SCHOOL CNA SURVEY

INTRODUCTION

Twenty-one (21) faculty members, two (2) parents, and twenty-five (25) students responded to the 2026 Comprehensive Needs Survey. The following tables detail responses from stakeholders in the categories of *Federal Programs; Title IV-A; Curriculum and Instruction; Parent, Family, and Community Engagement; School Climate and Culture; 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.

HAZLEHURST HIGH SCHOOL FACULTY AND STAFF SURVEY

FEDERAL PROGRAMS

In my experience, teachers in my school (district) are state certified and effective.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	16	76.2%
Disagree	1	4.8%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

I use disaggregated student data to inform classroom decisions and instructional practices.		
	Count	Percentage
Strongly Agree	6	28.6%
Agree	7	33.3%
Disagree	1	4.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	6	28.6%

I use effective, evidence-based strategies for:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N / A
Providing instructions to students with limited English proficiency to improve their language and academic skills.	23.8%	42.9%	9.5%	4.8%	19.0%
Developing and using classroom assessments.	38.1%	33.3%	4.8%	0.0%	23.8%
Closing the achievement gap between diverse groups of students.	19.0%	57.1%	4.8%	0.0%	19.0%
Successful classroom management.	33.3%	47.6%	0.0%	0.0%	19.0%
Teaching special needs students.	33.3%	42.9%	0.0%	0.0%	23.8%

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

	Count	Percentage
Expedited evaluation services for students with learning disabilities	7	6.7%
Expedited evaluation services for students with limited english	9	8.7%
Expedited evaluation services for gifted and talented students	2	1.9%
Additional academic support	11	10.6%
Tutoring	11	10.6%
Enrichment educational services	6	5.8%
Counseling	13	12.5%
Mentors	11	10.6%
School supplies	11	10.6%
School uniforms	6	5.8%
Dental referrals	5	4.8%
Medical referrals	6	5.8%
Bullying assistance	6	5.8%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	8	38.1%
Agree	8	38.1%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	14.3%

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

	Count	Percentage
Strongly Agree	3	14.3%
Agree	13	61.9%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	3	14.3%
Agree	13	61.9%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	7	33.3%
Agree	5	23.8%
Disagree	2	9.5%
Strongly Disagree	0	0.0%
Not Applicable or No Information	7	33.3%

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	6.5%
Utilize technology such as class websites, blogs, and videos	9	14.5%
Utilize structured note-taking formats (i.e. graphic organizers) and teach viewing comprehension strategies	6	9.7%
Slow down my speech; use shorter sentences, present tense, synonyms, examples, gestures, and demonstrations	11	17.7%
Use as many mediums as possible to convey information: oral, written, videos, teacher demonstration, student demonstration, etc.	10	16.1%
Use think-alouds and think-pair-shares when asking questions; allow wait time for answers	7	11.3%
Use bilingual handouts and cues	4	6.5%
Use visual displays, portable white boards, and posters when giving instructions	5	8.1%
Create and display word walls (displays of high-frequency words for a unit, arranged alphabetically)	6	9.7%

How are English Learners (EL) provided adequate EL services, uninterrupted time, and opportunities to learn English?		
	Count	Percentage
Through regular scheduling	4	16.0%
Teachers provide unique instructional time inside the classroom for English instruction.	6	24.0%
Mentoring with another student	9	36.0%
Not Applicable	6	24.0%

Does your school have an adequate number of certified teachers to instruct EL students?		
	Count	Percentage
Yes	9	42.9%
No	12	57.1%

Please check the areas below that are routinely evaluated to determine the needs of EL students?		
	Count	Percentage
Language Spoken in the Home	13	17.1%
Language Proficiency of the Parent	8	10.5%
Level of Parental Involvement	5	6.6%
Family income and socioeconomic status	3	3.9%
Visual Screening Result	3	3.9%
Auditory Screening Result	3	3.9%
Grade Retention (if applicable)	2	2.6%
Number of Failed Courses	3	3.9%
Dropout Status (if applicable)	3	3.9%
Enrichment programs/activities	5	6.6%
Supplemental Academic Instruction	6	7.9%
Behavioral Supports	6	7.9%
Counseling Services	7	9.2%
Discipline Records	2	2.6%
Social-Emotional Learning Services	2	2.6%
Social Behavioral Assessment Inventory Score	1	1.3%
Mental Health Supports	4	5.3%
What services are offered to students who are incarcerated?		
	Count	Percentage
Tutoring	1	4.8%
Mental Health Services	0	0.0%
Counseling	1	4.8%
Transitional Services	0	0.0%
Not applicable	19	90.5%
Do you coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities?		
	Count	Percentage
Yes	4	19.0%
No	4	19.0%
Not applicable	13	61.9%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	13	61.9%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	7	33.3%
Agree	12	57.1%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	2	9.5%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	2	9.5%
Agree	11	52.4%
Disagree	5	23.8%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	4	19.0%
Agree	14	66.7%
Disagree	2	9.5%
Strongly Disagree	1	4.8%
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	9.5%
Agree	14	66.7%
Disagree	4	19.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	2	9.5%
Agree	11	52.4%
Disagree	4	19.0%
Strongly Disagree	3	14.3%
Not Applicable or No Information	1	4.8%

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

	Count	Percentage
Strongly Agree	5	23.8%
Agree	8	38.1%
Disagree	7	33.3%
Strongly Disagree	0	0.0%
Not Applicable or No Information	1	4.8%

PRESCHOOL AND KINDERGARTEN

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

	Count	Percentage
Strongly Agree	8	38.1%
Agree	5	23.8%
Disagree	0	0.0%
Strongly Disagree	1	4.8%
Not Applicable or No Information	7	33.3%

PROFESSIONAL DEVELOPMENT

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

Teachers have adequate time for opportunities to learn from each other (professional learning communities).		
	Count	Percentage
Strongly Agree	1	4.8%
Agree	9	42.9%
Disagree	8	38.1%
Strongly Disagree	1	4.8%
Not Applicable or No Information	2	9.5%

The professional development I received this year provided me with strategies that were incorporated into my instructional delivery.		
	Count	Percentage
Strongly Agree	3	14.3%
Agree	9	42.9%
Disagree	3	14.3%
Strongly Disagree	1	4.8%
Not Applicable or No Information	5	23.8%

Do you think the EL professional development provided by your school has been adequate to improve the instruction and assessment of EL students?		
	Count	Percentage
Yes	7	33.3%
No	14	66.7%

Are you aware of recruitment effort and support is provided to personnel, including teachers and paraprofessionals trained to provide services to EL children and youth?		
	Count	Percentage
Yes	6	28.6%
No	15	71.4%

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.

Faculty and staff of Hazlehurst High School indicate that the school is performing well in fostering a supportive and student-centered environment, with strong administrative leadership and a clear commitment to providing the best possible education with available resources. Respondents highlighted effective communication through social media and consistent updates, as well as the district's efforts to bring in consultants and utilize data to improve student outcomes. Programs such as JROTC and ongoing supports for both students and teachers were also noted as strengths. At the same time, faculty and staff identified several areas for improvement, including upgrading facilities, ensuring reliable air conditioning and heating, improving internet connectivity, and expanding access to functioning technology through a one-to-one initiative. Additional concerns included strengthening discipline practices, implementing clearer policies on cell phones and headphones, and enhancing school safety systems such as intercoms. Respondents also expressed interest in more recognition of student achievements and continued investment in professional development, including training on the use of AI. Professional development opportunities provided by the district, such as PGS Combined Training, PLCs, district convocations, and leadership conferences, were viewed as beneficial in supporting staff growth and instructional effectiveness.

HAZLEHURST HIGH SCHOOL PARENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

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	2	20.0%
Conflict Resolution	1	10.0%
Discipline	1	10.0%
Drug/Alcohol Awareness	1	10.0%
English as a Second Language	1	10.0%
Health Classes	0	0.0%
Literacy Classes	1	10.0%
Math Classes	0	0.0%
Parent-to-School Relationships	0	0.0%
Parent/Child Communication	0	0.0%
Preparing for College	0	0.0%
Parenting Workshops	1	10.0%
Social Media Classes	0	0.0%
Stress/Anger Management	1	10.0%
Understanding College- and Career-Ready Standards	1	10.0%

Please indicate ways in which you would like to see Title I Parent and Family Engagement funds spent at the school and/or district level.		
	Count	Percentage
Babysitting/childcare at parent meetings	1	50.0%
District and/or school newsletters	0	0.0%
Parent resources in the Family Education Center (computer access, lending library of books, CDs, videos, educational games, etc.)	1	50.0%
Resource materials for parental training	0	0.0%
Training for parents to work with other parents on becoming involved in the schools	0	0.0%
Travel expenses to attend parent and family engagement/PTA workshops and conferences.	0	0.0%
Home/School folders	0	0.0%
Home/School Planners	0	0.0%

TITLE IV-A

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	2	33.3%
Supporting college and career counseling	0	0.0%
Providing programming to improve instruction and student engagement in science, technology, engineering, and mathematics (STEM)	2	33.3%
Promoting access to accelerated learning opportunities (including Advanced Placement (AP) and Dual Credit)	1	16.7%
Strengthening instruction in American history, civics, economics, geography, government education, and environmental education	1	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	1	12.5%
Providing school-based mental health services and counseling	1	12.5%
Promoting supportive school climates to reduce the use of out of school suspension and promoting supportive school discipline	2	25.0%
Establishing or improving dropout prevention	0	0.0%
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)	1	12.5%
Implementing systems and practices to prevent bullying and harassment	1	12.5%
Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse	1	12.5%
Establishing community partnerships	1	12.5%

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	1	20.0%
Building technological capacity and infrastructure	1	20.0%
Carrying out innovative blended learning projects	1	20.0%
Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities	2	40.0%
Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology	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	50.0%
Agree	1	50.0%
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	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

CURRICULUM AND INSTRUCTION

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

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

Is your child an English Language Learner?

	Count	Percentage
Yes	0	0.0%
No	2	100.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

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

	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
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	50.0%
Agree	1	50.0%
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	2	100.0%
Disagree	0	0.0%
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	0	0.0%
Agree	2	100.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

Reports concerning my son's or daughter's progress (report cards, progress reports, etc.) are adequate.		
	Count	Percentage
Strongly Agree	1	50.0%
Agree	1	50.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

In the past year, I have attended/participated in the following:		
	Count	Percentage
Parent/teacher conference	1	9.1%
Checked my child's grades/assignments online	2	18.2%
Been in contact with my child's teacher	1	9.1%
Received a newsletter from the district, school, or teacher	1	9.1%
Worked with a committee or group on school or district policies	1	9.1%
Attended a workshop, parent night, or other event geared toward helping me help my child academically	1	9.1%
Attended a performance, athletic event, celebration, or awards ceremony involving my child and/or his or her peers	2	18.2%
Volunteered at my child's school	2	18.2%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	2	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	2	100.0%
Agree	0	0.0%
Disagree	0	0.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	0	0.0%

PRESCHOOL AND KINDERGARTEN

Having preschool and kindergarten classes in my district will improve student achievement.		
	Count	Percentage
Strongly Agree	2	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.

Parents of students from Hazlehurst High School responded positively about communication between the school and parents. Other parents commented that areas of improvement include adding more resource officers to the campus and making the school look more welcoming to others.

HAZLEHURST HIGH SCHOOL STUDENT SURVEY

FEDERAL PROGRAMS

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

	Count	Percentage
Strongly Agree	3	12.0%
Agree	17	68.0%
Disagree	4	16.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	0	0.0%

TITLE IV-A

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

	Count	Percentage
Strongly Agree	0	0.0%
Agree	19	76.0%
Disagree	1	4.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

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

	Count	Percentage
Strongly Agree	1	4.0%
Agree	14	56.0%
Disagree	7	28.0%
Strongly Disagree	0	0.0%
Not Applicable or No Information	3	12.0%

CURRICULUM AND INSTRUCTION

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

	Count	Percentage
Strongly Agree	2	8.0%
Agree	13	52.0%
Disagree	5	20.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	4	16.0%

My school work is challenging and requires my best effort.

	Count	Percentage
Strongly Agree	3	12.0%
Agree	11	44.0%
Disagree	6	24.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

The grading and evaluation of my class work is fair.

	Count	Percentage
Strongly Agree	2	8.0%
Agree	12	48.0%
Disagree	5	20.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	3	12.0%

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

	Count	Percentage
Strongly Agree	3	12.0%
Agree	14	56.0%
Disagree	3	12.0%
Strongly Disagree	2	8.0%
Not Applicable or No Information	3	12.0%

Are you an English Language Learner, and if so, please check all the services that are used in your classroom to help you learn English:		
	Count	Percentage
Not an English Language Learner	14	35.0%
Additional academic support	1	2.5%
Tutoring	2	5.0%
Counseling	1	2.5%
A mentor	1	2.5%
School supplies	5	12.5%
Structured note taking mechanisms	1	2.5%
The teacher slows speech at times to help you understand	1	2.5%
The teacher uses gestures and demonstrations	5	12.5%
Use think aloud and think pair shares	4	10.0%
Use of bilingual handouts and cues	3	7.5%
Use of display word walls with high frequency words	2	5.0%

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

Our school (district) actively promotes parent/teacher communication.		
	Count	Percentage
Strongly Agree	3	12.0%
Agree	13	52.0%
Disagree	5	20.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

Parents feel welcome in our school.		
	Count	Percentage
Strongly Agree	2	8.0%
Agree	16	64.0%
Disagree	3	12.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

For the most part, I am satisfied with our school.		
	Count	Percentage
Strongly Agree	1	4.0%
Agree	12	48.0%
Disagree	6	24.0%
Strongly Disagree	4	16.0%
Not Applicable or No Information	2	8.0%

SCHOOL CLIMATE AND CULTURE

In our school (district) students have access to a variety of resources to help them succeed in their learning, such as technology, media centers, and libraries.		
	Count	Percentage
Strongly Agree	1	4.0%
Agree	15	60.0%
Disagree	5	20.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	1	4.0%

This school (district) provides a clean, well-maintained, and pleasant environment for learning.		
	Count	Percentage
Strongly Agree	2	8.0%
Agree	11	44.0%
Disagree	7	28.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	2	8.0%

A counselor is available if I need help in solving personal problems.		
	Count	Percentage
Strongly Agree	3	12.0%
Agree	14	56.0%
Disagree	4	16.0%
Strongly Disagree	1	4.0%
Not Applicable or No Information	3	12.0%

The variety of activities is great enough so that everyone can find an activity that matches his/her interest.		
	Count	Percentage
Strongly Agree	2	8.0%
Agree	14	56.0%
Disagree	5	20.0%
Strongly Disagree	3	12.0%
Not Applicable or No Information	1	4.0%

GENERAL OPINION

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

Students at Hazlehurst High School identified both strengths and areas for improvement within their school experience. Responses reflect positive perceptions of curriculum alignment, personalized instruction, and a collaborative, supportive culture, with students noting that teachers work together, treat them fairly, and strive to provide a good learning environment. At the same time, students expressed concerns related to school climate and daily experiences, including the need for better food quality, improved cleanliness, and stronger safety and discipline practices. Feedback also highlighted a desire for clearer instructional support, ensuring teachers provide guidance during learning, and greater attention to all student groups, including those in alternative settings. Additional suggestions included reducing class sizes, increasing teacher pay, and expanding extracurricular opportunities. Overall, students recognize a strong foundation within the school while identifying practical areas to enhance both the learning environment and overall student experience.

STRENGTHS, CHALLENGES, AND NEXT STEPS

OVERVIEW

Hazlehurst High School demonstrates a stable and improving performance profile, supported by consistent enrollment, a highly qualified teaching staff, and emerging gains in key academic areas. Enrollment has remained steady in recent years, with 391 students in 2026 and signs of recovery following a prior decline, while demographic shifts reflect increasing diversity within the student population. Attendance data shows encouraging progress in average daily attendance, rising from 81.3% in 2024 to 84.9% in 2025; however, chronic absenteeism remains a significant challenge, exceeding 56% and continuing to impact consistent instructional access. Academic performance reflects areas of growth, particularly in mathematics and reading, with improvements in subgroup performance and the lowest quartile indicating that targeted supports are beginning to yield results. College and Career Readiness has also increased to 45.7%, signaling expanded opportunities for students. At the same time, proficiency levels across core subjects remain below state averages, and accountability ratings have remained at a "D," indicating the need for continued, focused improvement. Overall, the school is building momentum through strengthened instruction, staff stability, and targeted interventions, positioning it for continued growth with sustained, data-driven efforts.

STRENGTHS



1) **Emerging academic growth with improving subgroup performance.** Hazlehurst High School shows measurable gains in key academic areas, particularly in mathematics, where proficiency increased to 40.7%, surpassing prior year performance. Reading proficiency also improved to 27.6%, with notable gains in the lowest-performing quartile, indicating that targeted interventions are positively impacting struggling students. Subgroup performance trends, particularly among economically

disadvantaged students and Black or African American students, reflect consistent improvement and a narrowing of achievement gaps.



2) **Growth in College and Career Readiness opportunities.** College and Career Readiness increased significantly to 45.7%, demonstrating expanded access to advanced coursework, career pathways, and postsecondary preparation opportunities. This growth reflects increased student engagement and alignment with long-term success indicators.



3) **Stable academic performance with students approaching proficiency.** End-of-course assessment data in Biology I (35.2%) and U.S. History (38.5%) indicate a solid foundation for growth, with a large percentage of students performing at Level 3. This suggests that many students are close to reaching proficiency and can improve with targeted instructional support.



4) **Highly qualified and experienced teaching staff.** The percentage of teachers teaching in-field remains consistently high (above 92%), while experienced teachers have increased to 76.1%. Additionally, the decline in provisional teachers reflects improved staffing quality and stability, strengthening instructional capacity across the school

5) **Improving daily attendance and student engagement trends**. Average daily attendance has improved, particularly in Grades 9 and 10, indicating increased student presence and engagement. This provides a strong foundation for further reducing chronic absenteeism and improving academic outcomes.

CHALLENGES



1) **High chronic absenteeism limiting consistent instructional access.** Chronic absenteeism remains a critical concern, increasing to 56.2%, with rates stabilizing but still significantly impacting student learning. This trend disproportionately affects vulnerable student groups and limits the effectiveness of instructional interventions.



2) **Accountability stagnation despite incremental gains.** While performance has improved slightly (points increasing from 547 to 568), the school has remained at a “D” rating, indicating that gains have not yet translated into overall accountability improvement.



3) **Below-state proficiency levels across core subjects.** Proficiency in Algebra I (34.5%) and English II (25.2%) remains well below state averages, reflecting challenges in preparing students for advanced coursework and postsecondary readiness.



4) **Inconsistent performance across content areas.** While math shows improvement, science and history performance, though stable, remain below desired levels, and ELA outcomes continue to lag, indicating a need for stronger instructional coherence across subjects.



5) **Dropout concerns and cohort persistence challenges.** Despite gains in other areas, dropout rates remain an area of concern, suggesting challenges in maintaining student engagement and supporting on-time completion.



6) **Need for continued focus on instructional rigor and engagement.** Student performance data and trends indicate a need to increase instructional rigor, engagement, and consistency to move more students from approaching proficiency to mastery.

ACTIONABLE NEXT STEPS

SHORT-TERM (0–6 MONTHS)

1. **Strengthen attendance interventions** by using disaggregated attendance data to identify students at highest risk for chronic absenteeism, particularly in Grades 9–10 and among high-need groups. Implement targeted supports such as mentoring, counseling, and family outreach to improve consistency in attendance.
2. **Focus instruction on students approaching proficiency.** Use assessment data to identify students performing at Level 3 and provide targeted instructional support to move them into Levels 4 and 5, particularly in Algebra I and English II.
3. **Stabilize instructional focus in core content areas.** Conduct targeted instructional reviews in ELA, science, and history to ensure alignment of curriculum, pacing, and assessment practices.

MID-TERM (6–18 MONTHS)

1. **Expand targeted academic support during the school day**. Implement intervention blocks, tutoring, and co-teaching models to provide consistent support for struggling students and reinforce skill development across subjects.
2. **Strengthen College and Career Readiness pathways.** Build on recent gains by expanding access to advanced coursework, career pathways, and ACT preparation to improve postsecondary readiness outcomes.
3. **Enhance professional learning aligned to instructional needs.** Focus on content-specific strategies, differentiation, and student engagement to ensure consistent instructional quality across classrooms.

LONG-TERM (18–36 MONTHS)

1. **Reduce chronic absenteeism through a comprehensive engagement framework.** Integrate academic supports, social-emotional services, and family partnerships to address barriers and sustain improved attendance.
2. **Improve overall accountability performance**. Establish clear benchmarks for proficiency and growth, with a focus on increasing outcomes in ELA and core content areas to move beyond a "D" rating.
3. **Strengthen instructional coherence across all content areas**. Apply successful strategies from mathematics to other subjects to ensure consistent expectations, alignment, and rigor across the school.

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