



## 2020-21 Phase Three: Executive Summary for Schools HES

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**Hardinsburg Elementary School**  
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. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hardinsburg Elementary School is located in the heart of Hardinsburg, the county seat of Breckinridge County. With approximately 20,000 residents and being primarily a rural, farming community located on the Ohio River, Breckinridge County is the fifth largest county in land area in Kentucky. The HES campus consists of a brand new 85,000 square foot two story building, opened in August, 2019. This modern facility will only enhance the efforts to help students achieve. HES serves grades PK-5 and has a total enrollment of 484 students, with 62% of students receiving free or reduced lunch. HES currently has a minority population of 8%.The attendance rate at our school is 95.5%.The staff consists of 39 certified staff members and 31 classified staff. The highly qualified staff consists of 100% of teachers having a bachelor's degree, 50% having a master's degree, and 22% having a Rank I degree. Two teachers are National Board Certified Teachers. The average teaching experience is 15 years.

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The staff at Hardinsburg Elementary School believes all students are worthwhile and capable of learning at high levels. The vision at HES is to provide equal opportunities for maximum academic success, while promoting positive attitudes and behaviors for life-long learning. Our Mission Statement: To Promote a consistent, positive, safe environment to Help all students Excel and achieve Success.

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In 2012, the first year of accountability with K-PREP and testing on the Common Core Standards, HES earned a score of 70.7. This score was in the 91st percentile statewide, with HES scoring 65th out of 733 Kentucky Elementary Schools. HES was named a Distinguished and Highest Performing School by the state. In 2013, HES ranked Proficient, by scoring a 67.4 on the KPREP assessment and placing in the

84th percentile statewide. The slight drop in scores was a result of a decrease in the Growth category. However, scores in Achievement and Gap improved in 2013. In 2014, HES scored Distinguished/High Performing School on the K-PREP assessment and placed in the 93rd percentile. In 2015, HES scored Distinguished/High Performing School on the K-PREP assessment, scoring a 75.6 and placing in the 94th percentile. In 2016, HES scored Proficient the K-PREP assessment, scoring a 72.0. In 2017, the K-PREP accountability began undergoing changes; however, if applied to previous calculations, HES would have scored Distinguished/High Performing School on the K-PREP assessment, scoring an 83.75 and placing in the 93rd percentile. In 2018, with the accountability changing, HES scored in the 'Other' category. In 2019, HES scored three stars on the new K-PREP accountability system, and did not have a star reduced because of any significant discrepancies in GAP populations. Additionally, HES ranked 90th out of 1262 in the state of Kentucky. While stakeholders are proud of the continued success of HES over the years, work continues in order to maintain a high level of achievement and Distinguished scores. Staff will continue to analyze and evaluate programs and results to identify areas of improvement. With our lowest subject area being writing, goals will focus on strategies to improve writing and reading instruction and student performance on writing tasks. Bearcat Time (academic time) will continue to be used to inform data driven instructional, intervention, and enrichment placements/activities--not only in writing and reading, but also in all content areas.

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

N/A

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Hardinsburg Elementary School appreciates the support from its parents and community/business partners. Enhanced efforts are underway to partner with our community resources in order to expose students to the abundance of educational experiences that lie outside of the classroom. City, county, and federal government partnerships, along with business and parent partnerships have been organized to bring unique learning opportunities to our students. Visits have been arranged from local emergency services to prepare students to understand what to do in a variety of emergencies. A career day has been held to expose students to a variety of careers that exist in our community. A Veterans' Day program and a parent/community Thanksgiving were also held to connect with our parent and community

stakeholders. These are just a few examples of efforts to extend learning experiences beyond the walls of the classroom and to connect with our community.

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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