

Phase Three: Executive Summary for Schools_10182018_14:28

Phase Three: Executive Summary for Schools

South Hopkins Middle School

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Nortonville, Kentucky, 42442
United States of America

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Status: Open

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Phase Three: Executive Summary for Schools

Executive Summary for Schools

Description of the School

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?

South Hopkins Middle School is located in Nortonville, KY and serves the southern section of Hopkins County, including the communities of White Plains, Nortonville, Mortons Gap, Earlington, St. Charles, Dawson Springs, and southern Madisonville. We currently have 50 full time faculty/staff members that serve the 399 students enrolled at SHMS. Our faculty/staff consists of a principal, assistant principal, guidance counselor, SpEd building coach, curriculum coordinator, FRYSC coordinator, 5 SpEd teachers, 12 general education teachers, 4 full time related arts teachers, 5 itinerant related arts teachers, a media specialist, 3 SpEd instructional assistants, 3 classroom instructional assistants, an itinerant school psychologist, a itinerant vision teacher, 2 office staff, 5 cafeteria staff, and 4 custodial staff. Our staff population is divided into 10 male and 40 female. We have one teacher who is minority. We have 24 tenured certified staff and 8 non-tenured certified staff. Our student population is divided into 196 male and 203 female. Our minority population is 15.79% of our total population and includes 16 hispanic/latino students, 1 American Indian student, 1 Asian student, 24 African American students, and 21 students who are two or more races. Students with disabilities comprise 16.5% of our student population. Over the past three years, our student enrollment has gradually declined. South Hopkins Middle School services a low-income community with 67.2% of our students receiving free and reduced lunch. Our Youth Services Family Resource Center works tirelessly to meet the basic needs of our students and their families so that students can come to school prepared to learn. SHMS continues to implement strategies to increase parent and community involvement. Parent participation is minimal within the school, especially in school decision making.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

School's Purpose

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.

South Hopkins Middle School's mission statement is: Where all students are challenged to reach their highest potential in a supportive environment. Our school-wide expectations are: CATS: Commit to success; Act responsibly; Try your best; and Show respect. We strive to support every student through a wide range of programs. Our GT program offers opportunities for students to participate and excel in areas of talent, such as writing contests, the Young Author's Festival, and the SHMS Talent Show. Related arts classes, such as Art, Dance, Music, Health & PE, STEM, Technology Competency, Band, and Chorus, provide interesting learning opportunities for students. We also offer supports and interventions for struggling learners through our KSI and SpEd services so that each student can reach their highest potential. At South Hopkins Middle School, we consider ourselves a family and a team, with the motto "Not Me, We!"

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Notable Achievements and Areas of Improvement

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.

Achievements: - Reading: The percentage of students scoring proficient and distinguished in reading has continued to increase over the last three years (2016 = 60.7%, 2017 = 65.6%, 2018 = 66.0%), with a .9% reduction in students scoring novice from 2017 to 2018. - Math: novice reduction with a 3.2% decrease in the number of students scoring novice in math from 2017 to 2018 (6.1% reduction in SpEd students scoring novice and 3.6% reduction in FRL students scoring novice). - Social Studies: The percentage of students scoring proficient and distinguished in social studies has fluctuated over the past three years (2016 = 76.0%, 2017 = 57.7%, 2018 = 61.2%), but have increased over the past two years, with a 3.4% reduction in students scoring novice and apprentice from 2017 to 2018 and a 5.6% reduction in the number of SpEd students scoring novice and apprentice from 2017 to 2018. - On Demand Writing: 3.5% increase in the number of students scoring proficient on ODW from 2017 to 2018, with a 8.9% increase in the number of SpEd students scoring proficient and a 2.8% decrease in the number of SpEd students scoring novice. - Science: 9.9% of students scored novice in science in 2018, with 5.3% of SpEd students scoring novice. - Teacher attendance has increased 4.6% from 2017 to 2018. **Areas of Improvement:** Reading - There was an 8.7% decrease in the number of SpEd students and a 2.4% decrease in the number of FRL students scoring proficient and distinguished in reading from 2017 to 2018. Math - The percentage of students scoring proficient and distinguished in math continued to decrease over the past three years (2016 = 57.3%, 2017 = 50.9%, 2018 = 46.6%). - Although we have worked to move students out of novice, we continue to see an increase in the number of students scoring apprentice with a 7.5% increase from 2017 to 2018, including a 16.3% increase in the number of SpEd students scoring apprentice in math and an 11.3% increase in the number of FRL students scoring apprentice in math. Soc. St. - There was a .9% decrease in the number of FRL students scoring proficient and distinguished in social studies from 2017 to 2018. On Demand Writing - The percentage of students scoring proficient and distinguished on ODW continued to decrease over the past three years (2016 = 53.5%, 2017 = 44.4%, 2018 = 40.3%), with a 4.1% increase in the number of students scoring novice and apprentice from 2017 to 2018. - We saw a 8.3% decrease in the number of SpEd students scoring proficient and distinguished and a 5.1% decrease in the number of FRL students scoring proficient and distinguished on ODW from 2017 to 2018. Science - 60.3% of students scored apprentice in science in 2018. - 52.6% of SpEd students scored apprentice in science in 2018. - 62.3% of FRL students scored apprentice in science in 2018. Behavior - 35.6% increase in behavior referrals from 2017-2018. Math, science, and ODW continues to be areas for improvement. The percentage of students scoring apprentice in all three areas is high: math = 46.1%, science = 60.3%, and ODW = 51.1%. Continuing to reduce novice and apprentice scores and focusing on student growth in these areas are of high priority. SHMS continues to implement strategies to increase parent and community involvement. Parent participation is minimal within the school, especially in school decision making.

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Additional Information

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

N/A

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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