



2021-22 Phase Three: Executive Summary for  
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2021-22 Phase Three: Executive Summary for Schools

**Mercer County Senior High School**  
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## 2021-22 Phase Three: 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?

Mercer County Senior High School houses grades 9-12 with an enrollment of 766 students. In the past three years, our enrollment is down at MCSH by approximately 80 students. We are located in the rural community of Harrodsburg, Kentucky, with a population of approximately 21,000. According to the latest Census data (2014), 22.1% of the population is under the age of 18 and 18.1% is over the age of 65. Our community is predominantly white (93.3%). Only 18.9% of community members hold a Bachelor's degree or higher and 83.9% are a high school graduate or higher. The per capita money income in the past 12 months is \$24,138 and the median household income is \$45,396. People living below the poverty level is 16.8%. Harrodsburg was recently named the poorest community in the state of Kentucky. Industries within our community include Hitachi, Corning, Toyota Boshoku and Essity. Several of these industries have had major expansions over the past couple of years. We have also lost other industries in the community over the past several years. Many residents work outside of our county in order to support their families with an average commute time of 25.9 minutes. We offer a variety of Advanced Placement (AP) courses in all areas of the content. Students may earn college credit by obtaining a qualifying score on the AP exam. Our number of students taking AP courses has trended down the last couple of years as more students are opting to take more dual credit courses. Through Campbellsville University, Bluegrass Community Technical College, Murray State University and Morehead State University, our students have dual credit opportunities in the following courses: US History, Principles of Teaching, English, Biology, Agriculture, Communications, Psychology, Sociology, Nursing and Math. The state's new dual credit scholarship program has increased our number of students taking dual credit. AP courses offered at MCSHS include AP World History, AP US History, AP Art, AP Language, AP Spanish, AP Chemistry and AP Calculus. We also offer a College Readiness Math course to any senior that did not meet ACT benchmarks and can take this course in order to avoid taking remedial courses as a freshman in college. We offer a broad range of CTE/elective courses in the areas of business, agriculture, art, music, and family and consumer science. Each content area also offers a wide range of elective offerings to our students. Students also have the opportunity to attend the Trailblazer Career Academy and take courses in the areas of carpentry tech, automotive tech, electrical tech, welding tech, office tech, health sciences and allied

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health. Our students have twenty four (24) minutes daily in an Advisor/Advisee group. Students are with the same teacher and group of students throughout high school during AA. This allows us to build meaningful relationships with our students while they are here at MCSH. Our student population is 82.7% Caucasian, 7% Hispanic, 3.1% African American, .65% Asian, and 6.1% two or more races. We have a total of 371 (50.8%) students on free and or reduced lunch. Our student body is 51.4% male and 48.6% female. MCSH transition to adult life after graduation is: 34.01% of our graduating class continues on to post secondary education; 17.26% work and go to college part time; 1.52% attend a vocational/ technical school; 13.2% enter the workforce; and 2.7% join the military. Students at MCSH receive a diverse offering of courses, activities and extra curricular opportunities. We have approximately twenty (20) clubs that meet once a month throughout the year. Students may also participate in approximately eighteen (18) extra curricular sports. Our band program has several offerings as well that include marching band, pep band, jazz ensemble and concert band. Mercer County Senior High School has 46 classroom teachers, 2 counselors, 3 assistant principals and 1 media specialist (librarian). In the past several years, due to budget constraints, we have lost some teaching positions. Our teachers have an average of 13.8 years of teaching experience. More than half (64.2%) of our teaching staff hold a Master's Degree; 22.6% have a Rank I, 9.4% have a Bachelor's Degree, 1.9% have a Specialist's Degree, and 1.9% have a Doctorate. The average student-to-teacher ratio is 15:1 and all teachers are highly qualified in the content area in which they are teaching. Our mission statement reflects "Preparing every student to successfully compete in every endeavor, at every level, and in every stage of life. " We must prepare our students academically, intellectually, and emotionally to become productive citizens within our community upon graduation from high school. We believe that a clean, safe, positive, and stimulating environment creates an inviting place where pride and ownership encourage all members of our community to learn. We take great pride in our school and all members of this community are encouraged to take responsibility for their learning and the environment within our school. To help remind everyone of what is expected, we have compiled expectations and they are taught and re-taught at varying points during the school year. These expectations are Motivated, Engaged, Respectful, Civil and Safe, Empathetic and Responsible. This past year our composite ACT score was a 17.9. Due to COVID-19, accountability scores were not complete due to the number of students that did not take the state assessments in the 2020-21 school year. We need to continue to focus on moving student achievement in all areas, but especially our gap groups. We are working on this by looking at curriculum, instruction and assessment in all areas. Another area of improvement that we will focus on is the overall percentage of students who are graduating as college or career ready. Although the percentage has steadily

increased over the past 4 years, we need to continue to improve the overall transition readiness score.

### 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.

Mercer County Senior High School's purpose is to teach our students to think critically and solve real-world problems in order to prepare them for either college-level coursework or a successful transition into the world of work. Our school's mission statement refers to the concept of preparing our students to successfully compete in every endeavor, at every level, and in every stage of life. We want them to be proficient, productive, professional and proactive in order to be competitive in a changing world. We must prepare our students to be competitive in the world they will be entering upon graduation from MCSH. Mercer County Senior High School embodies this purpose through our program offerings for students. We use Advisor / Advisee groups daily and club meeting time monthly to provide our students the opportunity to explore different activities. We offer four AP courses and nine dual-credit courses through Campbellsville University, Murray State University, and Morehead State University. Our students can take courses through the Campbellsville University program that allows them to take college level courses at the Campbellsville-Harrodsburg campus. The tuition rate is drastically reduced for these course offerings. We offer our students a variety of career pathway options and our students have the additional option of taking vocational courses at the Trailblazer Career Academy for part of the day. We provide our students with multiple opportunities to demonstrate College and Career Readiness, including the ACT and skills certificate assessments. Preparing our students for college and career is one of our most important jobs as a high school. Mercer County Senior High School also embodies this purpose through both our student expectations for behavior and work in the classroom. We have building-wide procedures to help keep our students safe throughout the day and create a common set of classroom expectations for behavior. All of our students are Motivated, Engaged, Respectful, Civil and Safe, Empathetic and Responsible. At the same time, we try to provide privileges to our students, such as cell phone usage during the school day and keeping the dress code appropriate but not too restrictive. In addition, we are embracing the opportunity that technology provides for student learning by encouraging our teachers to allow the students to utilize their cell phones in the classroom for instructional purposes. In summary, we try to treat our students as young adults and place the burden of responsibility on their shoulders while continuing to provide additional support and resources when they need some help.

## 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.

Mercer County Senior High School has worked diligently in recent years to improve student learning in order to increase student achievement in all areas. With COVID-19 during the spring of 2020, we did not get new accountability results for the 2019-20 school year. With the new accountability system in place for the first year, some of the data is difficult to compare to previous years. 44% of the 2018-19 juniors met the school goal of 20 on the ACT. MCSHS scored above the Targeted School Improvement (TSI) / Comprehensive School Improvement (CSI) cut scores. The cut score for Proficiency was 43 and the school score was 62.2. The cut score for Transition Readiness was 55 and the school score was 76.1. The cut score for Graduation is 89 and the school score was 98.2. During the last three years, the school district has made a commitment to increasing rigor in the classroom and provided professional development hours for our teachers to attend "Laying the Foundation" training. The stated goal of this effort has been to increase the number of students taking Advanced Placement and dual-credit courses. In the last few years, the number of AP students taking exams has dropped due to more students taking Dual Credit courses. However, we still had 58.3% of the students taking AP exams scored a 3,4, or 5. A few other notable achievements during the 2020-21 school year included: Several state and regional winners in FCCLA, one of the top donating high schools in the state of Kentucky for the Central Kentucky Blood Center blood drives for the 10th consecutive year, FCCLA, FFA, FBLA, FFA and HOSA state winners/officers in several areas, 9 Governor's Scholars selections, 1 Governor's School for the Arts selection, 1 Craft Academy selection, Future Problem Solving Governor's Cup district winner, 3 individual Regional Art Club winners, State co-champion in NASP Archery championships, girls basketball district champions, baseball district champions, softball district champions, girls track regional champions and 2A state runner-up, boys track regional champions and 2A state champions, and 8 individual state track champions. In the next three years, there are several areas of improvement for Mercer County Senior High School. On college readiness exams, we want to be above the state and national average in all areas on the ACT. We would like to increase our composite scores by 1.0-2.0 points to reach a school goal of 20.0 plus. Through an increased focus on career pathways and industry certificates, as well as strengthening our interventions for students not meeting college benchmarks, we want to significantly raise our overall percentage of Transition Readiness students. Mathematics is a major focus of improvement for our high school and the implementation of more direct instruction in our math

classes will help our students critically analyze their own work and solve problems in a group structure. We must equip our students with the ability to problem solve and think critically in order to prepare them for such an advanced, technological world they will be competing in after graduation. Finally, we will focus on core instruction in order to prepare our students for the accountability assessments each year.

#### Additional Information

**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

#### 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

# Attachment Summary

Attachment Name	Description	Associated Item(s)
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