

Hopkins Public Schools 2008 - 2009

400 Clark Street · Hopkins MI 49328

www.hpsvikings.org

October 2009

Hopkins Vikings
"Committed to Quality
Education
For Our Children's
Future

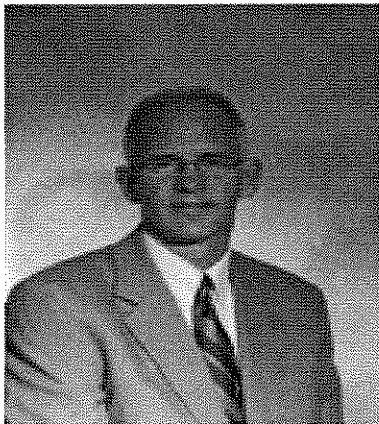
Annual Report



(Back Row) Bregg, Bauman, Gilder, Maule
(Front Row) Kerber, Buist, Lowman

2008-2009 Board of Education

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- Bill Bauman, Vice President.....681-9673
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- Dawn Buist, Trustee.....793-3242
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- Mike Maule, Trustee.....681-2528
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- Jeffrey Gilder, Trustee.....792-1481
1380 – 128th Avenue, Hopkins, MI 49328



Superintendent's Message...

Chris Stephens
Superintendent of Schools

MISSION STATEMENT

The Hopkins Public Schools will, with the assistance of all those involved in the lives of our students, cultivate a responsive educational system which will develop citizens who are capable of contributing to society and realizing life long personal growth. All students will be given the opportunity to develop their maximum potential. It is with this expectation that Hopkins Public Schools, in conjunction with the community, will strive to provide exceptional services so that our students will be successful, not only in education, but also in life.

Teacher Qualifications

No Child Left Behind (NCLB), federal legislation, requires the reporting of its teachers professional qualifications. What follows reflects...

	B.A.	B.A. + 15 Credit Hours	M.A.	M.A. + 15 Credit Hours	M.A. + 30 Credit Hours	Ph.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	15	32	29	0	0	0
Percentage of Teachers in the School who are Highly Qualified:	100					
Percentage of Teachers in the School with Emergency Credentials:	0					
Percentage of Core Academic Subject classes not Taught by Highly Qualified Teachers:	100					

Highly Qualified Progress Plan:

NA

Parent Notification & Point of Contact:

NA

Annual Education Report

Hopkins Public Schools Hopkins Elementary School

Principal: Mary Howard

MISSION STATEMENT:

Hopkins Public Schools: Where we take each child's education personally.

At Hopkins Elementary we strive to foster positive growth; emotionally, intellectually and socially; to continually monitor student performance, to provide an atmosphere which is conducive to learning and encourage community involvement.

VIKES

V – Very Respectful

I – Including Everyone

K – Keeping it Together

E – Excited about Learning

S – Staying Safe

I. Overview of School

Hopkins Elementary School

Accreditation Status && Education YES!

The chart below identifies our building's accreditation status and grades as determined by Education YES!

<u>Education YES! Report Card</u>				Met				Met
Subject/Indicator	Year 1	Score	Grade	AYP	Year 2	Score	Grade	AYP
AYP Status	2007-2008	0			2008-2009	95	A	

This chart reflects the grade levels within our school along with each grade's average class size.

Grade	Avg Class
00	20
01	22
02	26

II. School Improvement Plan

Hopkins Elementary School

ELA

Goal: Use available data to address deficit areas

Data To Support DIBELS and MEAP will be used to continue to identify gaps and choose interventions

Goal Selection:

Planned Strategies and Interventions: Literacy coach and data input person to help organize and evaluate available data

Accomplishments: Based on available DIBELS and MEAP data, some additional intervention at specific grade levels to address deficit areas

Implications for next year: Continue to use available data to address deficit areas. Our focus for deep implementation will be Science and Social Studies

Goal: Continue using 6 + Traits of writing

Data To Support MEAP scores are low consistently

Goal Selection:

Planned Strategies and Interventions: Continued 6+ Traits training and writing portfolios

Accomplishments: We are doing one Core area at a time beginning with Math in 08 -09. ELA is targeted for a future date. Based on available DIBELS and MEAP data some additional interventions at specific grade levels to address deficit areas.

Implications for next year: Continue to use available data to address deficit areas. Our focus for deep implementation will be Science and Social Studies

Math

Goal: Use data from assessments to evaluate instruction

Data To Support Goal Selection: There is no longitudinal data to assess math instruction other than MEAP data

Planned Strategies and Interventions: Using data days in our calendar we will look at our math benchmarks GLCE booklets to assess student achievement and instructional gaps.

Accomplishments: Power standards identified K - 5 pacing guides linked to standard based reporting developed common assessments in use K - 5. Some piloting of county level exit assessments

Implications for next year: Use data from assessments to evaluate instruction during 09 - 10. Compare assessment results 08 -09 to 09 - 10 in June of 2010.

Science

Goal: Identify PS & develop common assessments

Data To Support Goal Selection: The Battle Creek science kits have been re-aligned to meet changing state standards.

Planned Strategies and Interventions: During 1st trimester grade levels will meet to identify PS and create pacing guides.(Common assessments are part of the curriculum package that we use.) Data develop a format for competing data to assess instruction.

Accomplishments: Continue to use BC Science Kits for instruction.

Implications for next year: Identify Power Standards and develop common assessments and pacing guides for K - 5 science during 1st trimester of 2009 -10

III. Student Assessment Data

Hopkins Elementary School

Subject: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

Grade: 3		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	86.40	85.95	80.90	88.24	34.39	52.02	11.93	3.33
All Students	2008-2009	85.52	83.11	83.20	80.00	16.25	69.27	12.81	3.33
Female	2008-2009	86.67	87.27	85.70	78.95	20.00	66.67	10.00	3.33
Male	2007-2008	83.33	83.33	78.10	88.24	26.67	56.67	13.33	3.33
Male	2008-2009	84.38	78.95	80.70	80.00	12.50	71.88	15.63	
White	2007-2008	87.23	86.02	85.30	77.05	34.04	53.19	10.64	2.13
White	2008-2009	86.89	83.78	87.50	80.26	16.39	70.49	11.48	1.64
Grade: 4		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	78.46	80.33	76.30	89.74	20.11	58.35	21.54	
All Students	2008-2009	83.58	83.76	76.60	80.56	26.23	57.35	16.42	
Male	2007-2008	80.00	80.33	73.10	89.74	17.14	62.86	20.00	
White	2007-2008	79.17	78.89	82.40	84.21	18.75	60.42	20.83	
White	2008-2009	82.98	84.04	82.90	77.05	23.40	59.57	17.02	
Grade: 5		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	88.46	83.97	77.60	86.67	26.92	61.54	7.69	3.85
All Students	2008-2009	83.97	85.48	78.20	87.80	16.03	67.95	16.03	
Male	2008-2009	83.33	85.48	75.60	87.80	16.67	66.67	16.67	
White	2007-2008	89.58	84.16	83.60	77.42	29.17	60.42	8.33	2.08
White	2008-2009	83.67	85.39	84.20	81.67	16.33	67.35	16.33	
Grade: 6		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		89.36	79.60	100.00		1.75		
Grade: 7		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		89.39	74.40	100.00		1.82		

III. Student Assessment Data

Hopkins Elementary School

Subject: Math

Grade: 3		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	92.37	93.21	90.20	88.24	67.54	24.82	7.63	
All Students	2008-2009	95.10	96.43	91.30	80.00	68.85	26.25	4.90	
Female	2008-2009	93.33	96.36	90.90	78.95	53.33	40.00	6.67	
Male	2007-2008	90.00	95.00	90.30	88.24	66.67	23.33	10.00	
Male	2008-2009	96.88	96.49	91.60	80.00	84.38	12.50	3.13	
White	2007-2008	91.49	93.55	94.20	77.05	70.21	21.28	8.51	
White	2008-2009	95.08	96.40	94.90	80.26	70.49	24.59	4.92	
Grade: 4		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	86.59	90.16	85.80	89.74	36.81	49.78	13.41	
All Students	2008-2009	92.20	92.01	87.90	80.56	63.52	28.68	7.80	
Male	2007-2008	88.57	90.16	85.80	89.74	42.86	45.71	11.43	
White	2007-2008	87.50	90.00	90.80	84.21	39.58	47.92	12.50	
White	2008-2009	93.62	93.62	92.00	77.05	63.83	29.79	6.38	
Grade: 5		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	83.05	88.78	74.20	90.00	41.60	41.45	16.95	
All Students	2008-2009	82.85	87.30	76.80	90.24	54.16	28.69	17.15	
Male	2008-2009	81.08	87.30	77.80	90.24	62.16	18.92	18.92	
White	2007-2008	83.67	89.22	81.00	79.03	42.86	40.82	16.33	
White	2008-2009	82.00	87.78	83.00	83.33	58.00	24.00	18.00	
Grade: 6		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		89.38	72.70	100.00				1.75
Grade: 7		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		84.85	72.70	100.00			1.82	

III. Student Assessment Data

Hopkins Elementary School

Subject: Science

Grade: 5

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	86.75	87.88	81.70	90.00	45.37	41.38	9.54	7.41
All Students	2008-2009	94.80	95.24	83.10	90.24	51.46	43.35	5.20	
Male	2008-2009	97.30	95.24	82.90	90.24	56.76	40.54	2.70	
White	2007-2008	87.76	88.24	88.50	79.03	46.94	40.82	8.16	4.08
White	2008-2009	96.00	94.44	89.40	83.33	54.00	42.00	4.00	

III. Student Assessment Data

Hopkins Elementary School

Subject: Social Studies

Grade: 6

Student Group	School Year	School Pct of	District Pct	State Pct of	Pct Tested	Pct of Students at Each Achievement Level			
		Students Proficient	of Students Proficient	Students Proficient		Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		79.70	72.60	100.00				1.75

IV. Adequate Yearly Progress (AYP) Data

Hopkins Elementary School

Student Group (if N ≥ 30)	English Language Arts			Mathematics			Science			Attendance Rate			
	Goal: %		% Students Prof	Goal: %		% Students Prof	Goal: %		% Students Prof	Goal: 85% 2007-08		Goal: 85% 2008-09	
	% Tested	% School		% Tested	% School		% Tested	% School		School	State	School	State
All Students	88	84	79	90	90	85	90	95	83	88%	95 %	89%	94
Female	79	87	86	79	93	91	90	97	83	89%	%	88%	%
Male	168	84	81	170	89	92	83	96	89	88%	%	89%	%
White	239	85	88	241	90	95				89%	%	89%	%

Annual Education Report

Hopkins Public Schools Sycamore Elementary School

Principal: Amy Mielke

MISSION STATEMENT:

The Ultimate Sycamore Experience: LEARNING and FUN!

Who We Are: Everyone – students, parents, custodians, paraprofessionals, teachers, food service, secretaries, administrators, and central office, ACISD & playground supervisors.

Our Commitment: “We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore we are willing to examine all of our practices in light of their impact on learning”.

I. Overview of School

Sycamore Elementary School

Accreditation Status && Education YES!

The chart below identifies our building's accreditation status and grades as determined by Education YES!

Education YES! Report Card

<u>Subject/Indicator</u>	<u>Year 1</u>	<u>Score</u>	<u>Grade</u>	<u>Met AYP</u>	<u>Year 2</u>	<u>Score</u>	<u>Grade</u>	<u>Met AYP</u>
AYP Status	2007-2008	0			2008-2009	96	A	

II. School Improvement Plan

Sycamore Elementary School

ELA

Goal: Use available data to address deficit areas

Data To Support DIBELS and MEAP will be used to continue to identify gaps and choose interventions

Goal Selection:

Planned Strategies and Interventions: Literacy coach and data input person to help organize and evaluate available data

Accomplishments: Based on available DIBELS and MEAP data, some additional intervention at specific grade levels to address deficit areas

Implications for next year: Continue to use available data to address deficit areas. Our focus for deep implementation will be Science and Social Studies

Goal: Continue using 6 + Traits of writing

Data To Support MEAP scores are low consistently

Goal Selection:

Planned Strategies and Interventions: Continued 6+ Traits training and writing portfolios

Accomplishments: We are doing one Core area at a time beginning with Math in 08 -09. ELA is targeted for a future date. Based on available DIBELS and MEAP data some additional interventions at specific grade levels to address deficit areas.

Implications for next year: Continue to use available data to address deficit areas. Our focus for deep implementation will be Science and Social Studies

Math

Goal: Use data from assessments to evaluate instruction

Data To Support Goal Selection: There is no longitudinal data to assess math instruction other than MEAP data

Planned Strategies and Interventions: Using data days in our calendar we will look at our math benchmarks GLCE booklets to assess student achievement and instructional gaps.

Accomplishments: Power standards identified K - 5 pacing guides linked to standard based reporting developed common assessments in use K - 5. Some piloting of county level exit assessments

Implications for next year: Use data from assessments to evaluate instruction during 09 - 10. Compare assessment results 08 -09 to 09 - 10 in June of 2010.

Science

Goal: Identify PS & develop common assessments

Data To Support Goal Selection: The Battle Creek science kits have been re-aligned to meet changing state standards.

Planned Strategies and Interventions: During 1st trimester grade levels will meet to identify PS and create pacing guides.(Common assessments are part of the curriculum package that we use.) Data develop a format for competing data to assess instruction.

Accomplishments: Continue to use BC Science Kits for instruction.

Implications for next year: Identify Power Standards and develop common assessments and pacing guides for K - 5 science during 1st trimester of 2009 -10

III. Student Assessment Data

Sycamore Elementary School

Subject: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

Grade: 3									
Student Group	School Year	School Pct of	District Pct	State Pct of	Pct Tested	Pct of Students at Each Achievement Level			
		Students Proficient	of Students Proficient	Students Proficient		Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	85.42	85.95	80.90	71.43	24.38	61.04	8.13	6.46
All Students	2008-2009	80.00	83.11	83.20	69.44	18.00	62.00	20.00	
Male	2007-2008	83.33	83.33	78.10	71.43	30.00	53.33	10.00	6.67
White	2007-2008	84.78	86.02	85.30	69.70	26.09	58.70	8.70	6.52
White	2008-2009	80.00	83.78	87.50	69.44	18.00	62.00	20.00	
Grade: 4									
Student Group	School Year	School Pct of	District Pct	State Pct of	Pct Tested	Pct of Students at Each Achievement Level			
		Students Proficient	of Students Proficient	Students Proficient		Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	77.88	80.33	76.30	76.47	5.05	72.84	22.12	
All Students	2008-2009	83.72	83.76	76.60	78.38	23.56	60.15	11.78	4.50
White	2007-2008	78.57	78.89	82.40	75.00	4.76	73.81	21.43	
White	2008-2009	85.11	84.04	82.90	74.60	21.28	63.83	10.64	4.26
Grade: 5									
Student Group	School Year	School Pct of	District Pct	State Pct of	Pct Tested	Pct of Students at Each Achievement Level			
		Students Proficient	of Students Proficient	Students Proficient		Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	79.81	83.97	77.60	81.25	22.53	57.28	18.41	3.57
All Students	2008-2009	87.09	85.48	78.20	81.25	7.42	79.67	12.91	
White	2007-2008	79.25	84.16	83.60	81.54	22.64	56.60	18.87	1.89
White	2008-2009	87.50	85.39	84.20	75.47	7.50	80.00	12.50	
Grade: 7									
Student Group	School Year	School Pct of	District Pct	State Pct of	Pct Tested	Pct of Students at Each Achievement Level			
		Students Proficient	of Students Proficient	Students Proficient		Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		89.39	74.40	100.00		1.52		

III. Student Assessment Data

Sycamore Elementary School

Subject: Math

Grade: 3		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	93.75	93.21	90.20	71.43	72.71	21.04	12.50	
All Students	2008-2009	98.00	96.43	91.30	69.44	78.00	20.00	4.00	
Male	2007-2008	100.00	95.00	90.30	71.43	76.67	23.33		
White	2007-2008	95.65	93.55	94.20	69.70	73.91	21.74	4.35	
White	2008-2009	98.00	96.40	94.90	69.44	78.00	20.00	2.00	
Grade: 4		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	93.03	90.16	85.80	76.47	48.80	44.23	5.05	3.85
All Students	2008-2009	91.67	92.01	87.90	78.38	65.71	25.96	16.67	
White	2007-2008	92.86	90.00	90.80	75.00	50.00	42.86	4.76	2.38
White	2008-2009	93.62	93.62	92.00	74.60	68.09	25.53	6.38	
Grade: 5		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	94.51	88.78	74.20	81.25	52.34	42.17	3.71	3.57
All Students	2008-2009	94.51	87.30	76.80	81.25	74.18	20.33	5.49	
White	2007-2008	94.34	89.22	81.00	81.54	50.94	43.40	3.77	1.89
White	2008-2009	95.00	87.78	83.00	75.47	75.00	20.00	5.00	
Grade: 7		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008		84.85	72.70	100.00	1.52			

III. Student Assessment Data

Sycamore Elementary School

Subject: Science

Grade: 5

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	89.01	87.88	81.70	81.25	35.58	53.43	10.99	
All Students	2008-2009	92.58	95.24	83.10	81.25	46.43	46.15	7.42	
White	2007-2008	88.68	88.24	88.50	81.54	35.85	52.83	11.32	
White	2008-2009	92.50	94.44	89.40	75.47	47.50	45.00	7.50	

IV. Adequate Yearly Progress (AYP) Data

Sycamore Elementary School

Student Group (if N ≥ 30)	English Language Arts			Mathematics			Science			Attendance Rate			
	Goal: %			Goal: %			Goal: %			Goal: 85%		Goal: 85%	
	% Tested	% School	% Students Prof State	% Tested	% School	% Students Prof State	% Tested	% School	% Students Prof State	2007-08 School	2007-08 State	2008-09 School	2008-09 State
All Students	81	84	79	81	95	85	81	93	83	98%	95 %	98%	94
White	220	84	88	220	96	95	75	93	89	98%	%	98%	%

Annual Education Report

Hopkins Public Schools Hopkins Middle School

Principal: Ken Szczepanski

MISSION STATEMENT:

It is the mission of Hopkins Middle School to respect all individuals as unique and to provide quality education in a safe, positive environment advocating lifelong learning through academic excellence and personal success.

I. Overview of School

Hopkins Middle School

Accreditation Status && Education YES!

The chart below identifies our building's accreditation status and grades as determined by Education YES!

Education YES! Report Card

<u>Subject/Indicator</u>	<u>Year 1</u>	<u>Score</u>	<u>Grade</u>	<u>Met AYP</u>	<u>Year 2</u>	<u>Score</u>	<u>Grade</u>	<u>Met AYP</u>
AYP Status	2007-2008	0			2008-2009	94	A	

II. School Improvement Plan

Hopkins Middle School

ELA

Goal: The ELA Dept. will submit Standard Assessments

Data To Support Goal Selection: Previous work on identifying standards and the creation of pacing guides. The data is that there is a need to know that we are assessing what we deemed every child should know, and that we are asking the right questions.

Planned Strategies and Interventions: Utilization of technology support and resources such as electronic formats, programs, etc.
Utilization of the resource of time for staff members
Cross-district work: set up collaboration, using the AAESA

Accomplishments: Power Standards identified
Pacing Guides completed
Common Assessment work scheduled for 2009 - 10

Implications for next year: Creation of Common (Standard)Assessments - Valid and Reliable
Need for resources (Time for wor - PD)
Need of technological support to put work in one place/format
What is mastery? To be answered

Goal: ELA Dept. will analyze and document validity

Data To Support Goal Selection: Previous work on indentifying and the creation of pacing guides. The data is that there is a need to know that we are assessing what we deemed every child should know, and that we are asking the right questions.

Planned Strategies and Interventions: Utilization of technology support and resources such as electronic formats, programs, etc.
Utilization of the resource of time for staff members
Cross-district work: set up collaboration, using the AAESA

Accomplishments: Power Standards identified
Pacing Guides completed
Common Assessment work scheduled for 2009 - 10

Implications for next year: Creation of Common (Standard)Assessments - Valid and Reliable
Need for resources (Time for wor - PD)
Need of technological support to put work in one place/format
What is mastery? To be answered

Math

Goal: To submit Standard Assessments for content area

Data To Support Goal Selection: Previous work on identifying standards and the creation of pacing guides. The data is that there a need to know that we are assessing what we deemed every child should know, and that we are asking the right questions.

Planned Strategies and Interventions: Utilization of technology support and resources such as electronic formats, programs, etc.
Utilization of the resource of time for staff members
Cross - district work: set up for collaboration, using the AAESA

Accomplish-ments: Power Standards identified
Pacing Guides completed
Common Assessment work scheduled for 2009 - 10

Implications for next year: Creation of Common (Standard)Assessments - Valid and Reliable
Need for resources (Time for wor - PD)
Need of technological support to put work in one place/format
What is mastery? To be answered

Goal: Will analyze and document validity

Data To Support Goal Selection: Previous work on identifying standards and the creation of pacing guides. The data is that there a need to know that we are assessing what we deemed every child should know, and that we are asking the right questions.

Planned Strategies and Interventions: Utilization of technology support and resources such as electronic formats, programs, etc.
Utilization of the resource of time for staff members
Cross - district work: set up for collaboration, using the AAESA

Accomplish-ments: Power Standards identified
Pacing Guides completed
Common Assessment work scheduled for 2009 - 10

Implications for next year: Creation of Common (Standard)Assessments - Valid and Reliable
Need for resources (Time for wor - PD)
Need of technological support to put work in one place/format
What is mastery? To be answered

Science

Goal: To submit Standard Assessments for content area

Data To Support Goal Selection: Previous work on indentifying and the creation of pacing guides. The data is that there is a need to know that we are assessing what we deemed every child should know, and that we are asking the right questions.

Planned Strategies and Interventions: Utilization of technology support and resources such as electronic formats, programs, etc.
Utilization of the resource of time for staff members
Cross-district work: set up collaboration, using the AAESA

Accomplish-ments: Power Standards identified

Implications for next year: Creation of Common (Standard)Assessments - Valid and Reliable
Need for resources (Time for wor - PD)
Need of technological support to put work in one place/format
What is mastery? To be answered

III. Student Assessment Data

Hopkins Middle School

Subject: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

Grade: 6		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	89.36	89.36	79.60	81.43	16.81	72.56	10.64	
All Students	2008-2009	85.00	85.00	79.50	90.91	19.26	65.74	14.17	1.67
Economically	2007-2008	76.32	76.32	67.10	97.44	7.89	68.42	23.68	
Economically	2008-2009	80.00	80.00	67.50	93.02	20.00	60.00	17.50	2.50
Female	2007-2008	91.23	91.23	83.30	81.43	17.54	73.68	8.77	
Female	2008-2009	83.33	83.33	82.50	78.26	18.52	64.81	16.67	
Male	2007-2008	87.50	87.50	75.90	76.71	16.07	71.43	12.50	
Male	2008-2009	86.67	86.67	76.60	90.91	20.00	66.67	11.67	1.67
White	2007-2008	89.19	89.19	85.60	81.02	17.12	72.07	10.81	
White	2008-2009	84.40	84.40	85.00	85.83	19.27	65.14	14.68	0.92
Grade: 7		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	89.39	89.39	74.40	89.19	17.88	71.52	9.09	3.03
All Students	2008-2009	86.50	86.50	80.10	83.33	19.32	67.18	12.66	1.69
Economically	2007-2008	85.29	85.29	59.40	91.89	11.76	73.53	14.71	
Economically	2008-2009	73.68	73.68	68.70	88.37	10.53	63.16	23.68	2.63
Female	2007-2008	90.91	90.91	78.90	82.09	23.64	67.27	9.09	
Female	2008-2009	93.33	93.33	84.20	83.33	20.00	73.33	6.67	
Male	2007-2008	87.88	87.88	70.10	89.19	12.12	75.76	9.09	3.03
Male	2008-2009	79.66	79.66	76.10	80.82	18.64	61.02	18.64	1.69
White	2007-2008	91.38	91.38	81.70	85.29	18.10	73.28	6.90	1.72
White	2008-2009	86.09	86.09	85.00	81.56	20.00	66.09	13.04	0.87

III. Student Assessment Data

Hopkins Middle School

Subject: ENGLISH LANGUAGE ARTS (INCLUDES READING AND WRITING)

Grade: 8		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	83.96	83.96	75.30	90.00	17.26	66.70	12.41	3.63
All Students	2008-2009	84.29	84.29	76.70	93.06	15.84	68.45	12.73	5.97
Economically	2007-2008	82.50	82.50	61.90	95.24	12.50	70.00	10.00	7.50
Economically	2008-2009	84.21	84.21	64.00	97.44	2.63	81.58	10.53	5.26
Female	2007-2008	86.44	86.44	81.40	79.73	27.12	59.32	11.86	1.69
Female	2008-2009	89.47	89.47	80.80	85.07	12.28	77.19	10.53	
Male	2007-2008	81.48	81.48	69.50	90.00	7.41	74.07	12.96	5.56
Male	2008-2009	79.10	79.10	72.80	93.06	19.40	59.70	14.93	5.97
White	2007-2008	85.19	85.19	81.60	85.04	18.52	66.67	12.96	1.85
White	2008-2009	84.87	84.87	81.90	88.81	16.81	68.07	11.76	3.36

III. Student Assessment Data

Hopkins Middle School

Subject: Math

Grade: 6		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	89.38	89.38	72.70	81.43	66.31	23.07	8.85	1.77
All Students	2008-2009	92.13	92.13	79.90	90.91	75.46	16.67	5.28	2.59
Economically	2007-2008	76.32	76.32	57.80	97.44	42.11	34.21	21.05	2.63
Economically	2008-2009	85.00	85.00	69.00	93.02	62.50	22.50	15.00	
Female	2007-2008	89.47	89.47	73.20	81.43	73.68	15.79	8.77	1.75
Female	2008-2009	92.59	92.59	80.90	78.26	75.93	16.67	5.56	1.85
Male	2007-2008	89.29	89.29	72.20	76.71	58.93	30.36	8.93	1.79
Male	2008-2009	91.67	91.67	78.90	90.91	75.00	16.67	5.00	3.33
White	2007-2008	90.09	90.09	79.80	81.02	67.57	22.52	8.11	1.80
White	2008-2009	91.74	91.74	85.20	85.83	76.15	15.60	5.50	2.75
Grade: 7		School Pct of	District Pct	State Pct of	Pct	Pct of Students at Each Achievement Level			
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient		Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3
All Students	2007-2008	84.85	84.85	72.70	89.19	50.61	34.24	14.24	1.82
All Students	2008-2009	92.42	92.42	82.60	83.33	76.44	15.97	5.89	3.39
Economically	2007-2008	82.35	82.35	58.10	91.89	41.18	41.18	14.71	2.94
Economically	2008-2009	89.47	89.47	71.90	88.37	57.89	31.58	7.89	2.63
Female	2007-2008	81.82	81.82	74.10	82.09	43.64	38.18	16.36	1.82
Female	2008-2009	95.00	95.00	84.20	83.33	80.00	15.00	5.00	
Male	2007-2008	87.88	87.88	71.30	89.19	57.58	30.30	12.12	
Male	2008-2009	89.83	89.83	81.10	80.82	72.88	16.95	6.78	3.39
White	2007-2008	85.34	85.34	79.80	85.29	51.72	33.62	13.79	0.86
White	2008-2009	92.17	92.17	87.90	81.56	77.39	14.78	6.09	1.74

III. Student Assessment Data

Hopkins Middle School

Subject: Math

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	84.04	84.04	71.60	90.00	45.95	38.09	11.57	4.39
All Students	2008-2009	86.14	86.14	74.50	93.06	49.41	36.72	9.13	4.74
Economically	2007-2008	75.00	75.00	56.00	95.24	42.50	32.50	15.00	10.00
Economically	2008-2009	84.21	84.21	61.60	97.44	31.58	52.63	13.16	2.63
Female	2007-2008	84.75	84.75	71.80	79.73	47.46	37.29	10.17	5.08
Female	2008-2009	84.21	84.21	74.30	85.07	42.11	42.11	12.28	3.51
Male	2007-2008	83.33	83.33	71.40	90.00	44.44	38.89	12.96	3.70
Male	2008-2009	88.06	88.06	74.80	93.06	56.72	31.34	5.97	5.97
White	2007-2008	84.26	84.26	79.30	85.04	44.44	39.81	12.04	3.70
White	2008-2009	85.71	85.71	80.80	88.81	49.58	36.13	9.24	5.04

III. Student Assessment Data

Hopkins Middle School

Subject: Science

Grade: 8		School Pct of	District Pct	State Pct of	Pct of Students at Each Achievement Level				
Student Group	School Year	Students Proficient	of Students Proficient	Students Proficient	Pct Tested	Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	90.21	90.21	79.20	90.00	46.96	43.25	6.25	3.55
All Students	2008-2009	91.27	91.27	76.30	93.06	43.18	48.09	7.24	2.99
Economically	2007-2008	85.00	85.00	65.40	95.24	32.50	52.50	7.50	7.50
Economically	2008-2009	89.47	89.47	61.90	97.44	21.05	68.42	10.53	
Female	2007-2008	91.53	91.53	79.90	79.73	45.76	45.76	5.08	3.39
Female	2008-2009	92.98	92.98	77.20	85.07	38.60	54.39	7.02	
Male	2007-2008	88.89	88.89	78.60	90.00	48.15	40.74	7.41	3.70
Male	2008-2009	89.55	89.55	75.40	93.06	47.76	41.79	7.46	2.99
White	2007-2008	92.59	92.59	86.80	85.04	48.15	44.44	5.56	1.85
White	2008-2009	90.76	90.76	83.50	88.81	44.54	46.22	7.56	1.68

III. Student Assessment Data

Hopkins Middle School

Subject: Social Studies

Grade: 6

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	79.70	79.70	72.60	81.43	40.77	38.93	14.10	6.20
All Students	2008-2009	77.78	77.78	73.60	90.91	47.87	29.91	15.19	7.04
Economically	2007-2008	60.53	60.53	56.10	97.44	23.68	36.84	21.05	18.42
Economically	2008-2009	67.50	67.50	58.70	93.02	37.50	30.00	22.50	10.00
Female	2007-2008	73.68	73.68	73.10	81.43	33.33	40.35	21.05	5.26
Female	2008-2009	72.22	72.22	73.40	78.26	40.74	31.48	20.37	7.41
Male	2007-2008	85.71	85.71	72.00	76.71	48.21	37.50	7.14	7.14
Male	2008-2009	83.33	83.33	73.70	90.91	55.00	28.33	10.00	6.67
White	2007-2008	80.18	80.18	80.80	81.02	41.44	38.74	14.41	5.41
White	2008-2009	77.06	77.06	81.10	85.83	46.79	30.28	15.60	7.34

Grade: 9

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008		80.00	70.60	100.00		2.67		

IV. Adequate Yearly Progress (AYP) Data

Hopkins High School

Student Group (if N ≥ 30)	English Language Arts			Mathematics			Science			Graduation Rate		
	Goal:			Goal:			Goal:			Goal: 80%		
	# Prof	% Students	Prof State	# Prof	% Students	Prof State	# Prof	% Students	Prof State	2007-08	2008-09	
	School			School			School		School	State	School	State
All	72	61	52	74	63	49	74	63	56	94	75	
Female	41	75	57	38	69	47	38	69	54	96	80	
Male	31	49	47	36	58	52	36	58	57	93	71	
White	71	62	59	74	65	56	74	65	63	94	82	

Annual Education Report

Hopkins Public Schools Hopkins High School

Principal: Bruce VanderWall

Assistant Principal: Jay Shriver

Athletic Director/ Dean of Students: Scott Van Bonn

MISSION STATEMENT:

The Hopkins Public Schools will, with the assistance of all those involved in the lives of our students, cultivate a responsive educational system which will develop citizens who are capable of contributing to society and realizing life long personal growth. All students will be given the opportunity to develop their maximum potential. It is with this expectation that Hopkins Public Schools, in conjunction with the community, will strive to provide exceptional services so that our students will be successful, not only in education, but also in life.

I. Overview of School

Hopkins High School

Accreditation Status && Education YES!

The chart below identifies our building's accreditation status and grades as determined by Education YES!

<u>Education YES! Report Card</u>				Met				Met
Subject/Indicator	Year 1	Score	Grade	AYP	Year 2	Score	Grade	AYP
AYP Status	2007-2008				2008-2009	86	B	

Retention Rates

This chart reflects retention rate comparisons for the past two years. Retention rate means the proportion of students who have not dropped out of school

Year	Grad Rate	Drop Rate
2004-2005	95.92 %	0.84 %
2005-2006	96.64 %	0.93 %
2006-2007	94.16 %	5.11 %

II. School Improvement Plan

Hopkins High School

ELA

Goal: Each item on the common assessments will be linked

Data To Support Goal Selection: After establishing 100% power standards and 100% common assessments in the core classes, the next natural step is to make sure they correlate.

Planned Strategies and Interventions: A spreadsheet of the correlated standards and assessments will be turned in by the end of the second trimester to insure that all assessments are, in fact, correlated to the standards. The staff will examine the data from the spreadsheets and the student test results to determine future instructional strategies. Departmental meetings and PD days will be used to complete

Accomplishments: The staff aligned the curriculum, established pacing guides, and wrote common assessments in all core areas and some non core areas

Implications for next year: Review common assessments to determine which power standards are covered by which specific assessment items. Use the students results to adjust instruction

Math

Goal: Each item on the common assessments will be linked

Data To Support Goal Selection: After establishing 100% power standards and 100% common assessments in the core classes, the next natural step is to make sure they correlate.

Planned Strategies and Interventions: A spreadsheet of the correlated standards and assessments will be turned in by the end of the second trimester to insure that all assessments are, in fact, correlated to the standards. The staff will examine the data from the spreadsheets and the student test results to determine future instructional strategies. Departmental meetings and PD days will be used to complete

Accomplishments: The staff aligned the curriculum, established pacing guides, and wrote common assessments in all core areas and some non core areas

Implications for next year: Review common assessments to determine which power standards are covered by which specific assessment items. Use the students results to adjust instruction

Science

Goal: Each item on the common assessments will be linked

Data To Support Goal Selection: After establishing 100% power standards and 100% common assessments in the core classes, the next natural step is to make sure they correlate.

Planned Strategies and Interventions: A spreadsheet of the correlated standards and assessments will be turned in by the end of the second trimester to insure that all assessments are, in fact, correlated to the standards. The staff will examine the data from the spreadsheets and the student test results to determine future instructional strategies. Departmental meetings and PD days will be used to complete

Accomplishments: The staff aligned the curriculum, established pacing guides, and wrote common assessments in all core areas and some non core areas

Implications for next year: Review common assessments to determine which power standards are covered by which specific assessment items. Use the students results to adjust instruction

Social Studies

Goal: Each item on the common assessments will be linked

Data To Support Goal Selection: After establishing 100% power standard/ content expectation

Planned Strategies and Interventions: A spreadsheet of the correlated standards and assessments will be turned in by the end of the second trimester to insure that all assessments are, in fact, correlated to the standards. The staff will examine the data from the spreadsheets and the student test results to determine future instructional strategies. Departmental meetings and PD days will be used to complete

Accomplishments: The staff aligned the curriculum, established pacing guides, and wrote common assessments in all core areas and some non core areas

Implications for next year: Review common assessments to determine which power standards are covered by which specific assessment items. Use the students results to adjust instruction

III. Student Assessment Data

Hopkins High School

Subject: Social Studies

Grade: 9

Student Group	School Year	School Pct of Students Proficient	District Pct of Students Proficient	State Pct of Students Proficient	Pct Tested	Pct of Students at Each Achievement Level			
						Adv - PL 1	Prof - PL 2	Basic - PL 3	Below - PL 4
All Students	2007-2008	80.00	80.00	70.60	94.12	38.79	41.21	16.75	3.25
All Students	2008-2009	82.97	82.97	72.40	95.89	36.26	46.70	15.55	1.48
Economically	2007-2008	63.04	63.04	53.50	92.00	21.74	41.30	28.26	8.70
Economically	2008-2009	71.43	71.43	57.10	93.33	14.29	57.14	26.19	2.38
Female	2007-2008	80.00	80.00	70.80	94.12	36.25	43.75	17.50	2.50
Female	2008-2009	82.86	82.86	72.20	95.89	37.14	45.71	15.71	1.43
Male	2007-2008	80.00	80.00	70.40	91.46	41.33	38.67	16.00	4.00
Male	2008-2009	83.08	83.08	72.70	91.55	35.38	47.69	15.38	1.54
White	2007-2008	80.41	80.41	79.40	93.08	40.54	39.86	16.89	2.70
White	2008-2009	83.72	83.72	80.50	93.48	37.21	46.51	14.73	1.55

IV. Adequate Yearly Progress (AYP) Data

Hopkins Middle School

Student Group (if N >= 30)	English Language Arts			Mathematics			Science			Attendance Rate			
	Goal: %		% Students Prof	Goal: %		% Students Prof	Goal: %		% Students Prof	Goal: 85% 2007-08		Goal: 85% 2008-09	
	% Tested	% School		% Tested	% School		% Tested	% School		School	State	School	State
All Students	93	85	79	93	90	79	93	91	76	97%	95 %	90%	94
Economically	279	79	69	279	86	72	97	89	62	96%	%	89%	%
Female	247	89	84	247	91	84	85	93	77	96%	%	90%	%
Male	265	82	77	265	90	81	93	90	75	97%	%	90%	%
White	256	85	85	256	90	88	89	91	84	97%	%	90%	%