



HOPKINS PUBLIC SCHOOLS
2009 – 2010 ANNUAL EDUCATION REPORT
400 Clark Street . Hopkins, MI . 49328

MISSION STATEMENT

Committed to Quality Education for our Children's Future

VISION

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.

BELIEFS

As a result of a sound education based on well defined education outcomes, Hopkins Public Schools graduates will be:

- Collaborative Citizens who employ effective interpersonal skills to contribute to the well being of society.
- Problem Solvers who demonstrate thinking and decision making skills to solve issues and solve complex problems both as individuals and as a member of a team.
- Self-Directed, adaptable learners who seek out knowledge, and use new information effectively and exhibit the ability to set goals to enhance the quality of their personal and vocational lives.
- Effective Communicators who are able to share information, ideas, and opinions with others. Technologically literate individuals who utilize instruments of technology to enhance their lives.

STAKEHOLDERS

Everyone – students, parents, community groups, custodians, paraprofessionals, teachers, food services, secretaries, administrators, central office and the AAESA.

August 23rd, 2010

The Annual Education Report is available for you to review electronically by visiting the following website www.hpsvikings.org/ourdistrict/annualreport/ or you may review a copy in the principal's office at your child's school.

The report contains the following information:

Student Assessment Data– Michigan Educational Assessment Program (MEAP), Michigan Merit Exam (MME), and Michigan's Alternative Assessment Program (MI-Access)

- ☐ Presents achievement data for English language arts and mathematics for grades 3 to 8 (MEAP), for grade 11 (MME) and science for grades 5 and 8 compared to targets for all students as well as subgroups of students
- ☐ Provides achievement data for English language arts, mathematics and science for students with significant disabilities (MI-Access) compared to targets for all students with disabilities as well as subgroups of students
- ☐ Helps readers understand achievement progress within schools and compare these to district and state achievement

Adequate Yearly Progress (AYP) – Detail Data and Status

Provides information from assessments, graduation and attendance rates and AYP

status in relation to four criteria:

- ☐ The district must test 95% of students in total and in each required subgroup
- ☐ The district must attain achievement goals in English language arts and mathematics or reduce the percentage of students in the non-proficient category of achievement significantly ("safe harbor") annually
- ☐ The district must attain achievement goals for each subgroup that has at least 30 students in the group
- ☐ The district must meet or exceed the other academic indicators set by the state: graduation rate for high schools and attendance rate for elementary and middle schools

Teacher Quality Data

- ☐ Identifies teacher qualifications at district and school levels
- ☐ Reports percentage of core academic classes taught by teachers not considered highly qualified to teach such classes

NAEP Data (National Assessment of Educational Progress)

- ☐ Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8
- ☐ Cannot be compared with MEAP results for grades 4 and 8 because there are no national standards.

For 2009 – 2010 Hopkins Public Schools made Adequate Yearly Progress (AYP) in English Language Arts/Reading and Mathematics. All of our schools in the district also made AYP. None of our schools were identified for school improvement, corrective action or restructuring.

For more information about Hopkins Public Schools, feel free to contact the Superintendent's office, 400 Clark Street, Hopkins, MI or call (269) 793-7261.

Hopkins Elementary School

400 S. Clark Street
Hopkins, MI 49328
(269)793-7286

Principal: Mary Howard

MISSION STATEMENT:

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

Sycamore Elementary School

2163 – 142nd Avenue
Dorr, MI 49323
(616) 681-9189

Principal: Amy Mielke

MISSION STATEMENT:

The Ultimate Sycamore Experience: Learning and Fun!

"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 our practices in light of their impact on learning".

School Improvement Status for Elementary Buildings:

Goal 1: Math (HES & SES)

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will be proficient in math.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor progress and success of this goal? All students will be proficient in Math as measured by the MEAP and Math Exit tests.

Goal 2: Reading Fluency (HES & SES)

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will improve their reading fluency.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? MEAP scores - student scores at the 3rd grade level will increase for ELA by 5%

DIBELS - the number of students designated as "at-risk" or "some risk" will decrease by 5% and the number of students designated as reaching "benchmark" will increase by 5%

Goal 3: Reading Comprehension (HES ONLY)

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : Students will improve their reading comprehension, across the curriculum.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? The gap between 3rd and 5th grade, on the comprehension portion of the MEAP test, will narrow by 5%.

Hopkins Middle School

215 Clark Street

Hopkins, MI 49328

(269) 793 – 7407

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.

School Improvement Status

Goal 1: Delivering literacy strategies across curriculum (HMS)

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : The student will utilize multiple literacy strategies in all content areas to gain comprehension.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal?

1. Three times a year AimsWeb testing
2. Teacher survey
3. Student survey
4. Grades

Goal 2: Math (HMS)

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : All students will become proficient (grade level) in Math

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? Monitoring the success and progress or the goal will include

1. 2010-11 MEAP Scores
2. 0210-11 AAESA exit exams for math
3. Formative assessments

Goal 3: Technology for Learning (HMS)

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement : The students will utilize technology in all classrooms to demonstrate learning

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? We will monitor:

1. Number of times classroom teachers use student netbooks for formative assessments.
2. Teacher data on adjustments made to instruction
3. Teacher data on strategies using technology that lead to student learning

Hopkins High School

333 Clark Street
Hopkins, MI 49328
(269) 793-7616

Principal: Bruce VanderWall

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 lifelong 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.

School Improvement Status:**Goal 1: Math (HS)**

Content Area : Math

Goal Source : Continuous Improvement

Development Status : Approved

Student Goal Statement: All students will increase their proficiency in Math

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? Local assessments

Daily Classroom Progress

Goal 2: Reading Across the Curriculum (HS)

Content Area : English Language Arts

Goal Source : Continuous Improvement

Development Status : Approved

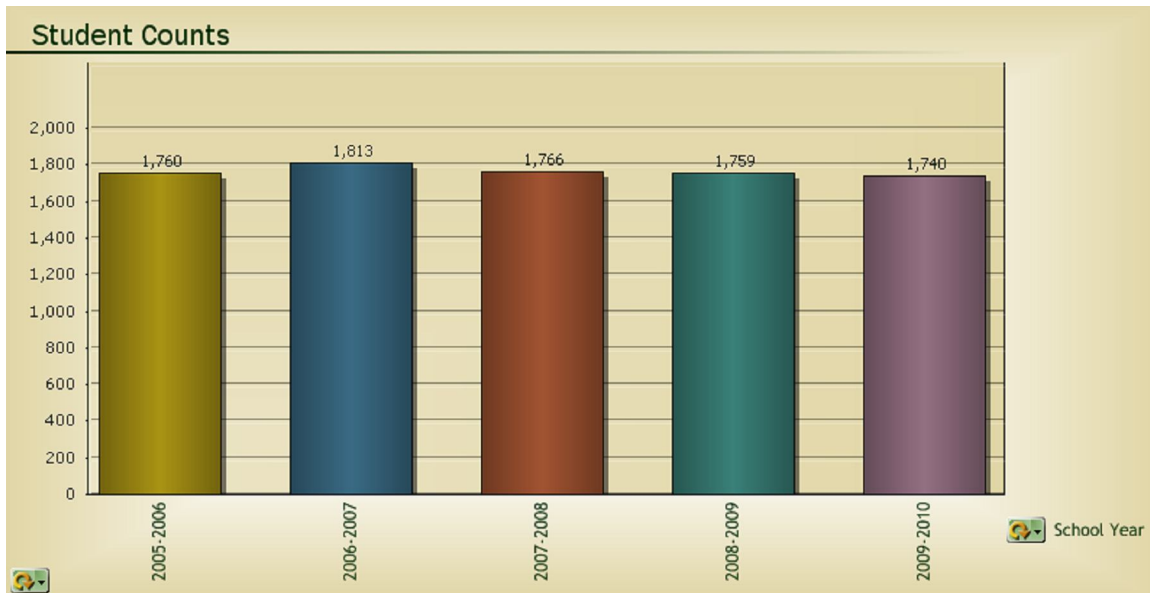
Student Goal Statement : All students will increase their reading proficiency.

What are the criteria for success and what data or multiple measures of assessment will be used to monitor

progress and success of this goal? Local Assessments

Daily Classroom Progress

District Annual Report Information



Total District Enrollment by Grade Level

School Year		2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
District	Grade	#	%	#	%	#	%	#	%	#	%
Hopkins	00	158	10%	169	9%	152	9%	136	8%	156	9%
	01	108	7%	144	8%	116	7%	145	9%	138	7%
	02	97	6%	130	7%	138	8%	112	7%	149	8%
	03	112	7%	111	6%	126	7%	145	8%	132	7%
	04	111	7%	127	7%	111	7%	122	7%	160	8%
	05	114	7%	134	8%	128	7%	107	6%	140	7%
	06	113	7%	139	8%	141	8%	131	8%	117	6%
	07	132	9%	130	7%	137	8%	135	8%	139	8%
	08	106	7%	154	9%	130	8%	139	8%	138	8%
	09	156	10%	130	7%	165	9%	137	8%	149	9%
	10	131	8%	165	9%	127	7%	157	9%	139	8%
	11	150	9%	135	8%	165	9%	128	7%	148	9%
	12	111	5%	139	5%	124	5%	143	6%	128	7%
	14	10	0%	15	1%	14	1%	2	0%	-	-
	30	-	-	-	-	9	0%	18	1%	15	0%
Total		1599	100%	1804	100%	1760	100%	1752	100%	1740	100%

- Grade 14 = ECDD students prior to the 07-08 SY
- Grade 30 = currently used for ECDD students

	School Year	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
District	Demographic	#	%	#	%	#	%	#	%	#	%
Hopkins	Students with Disabilities	148	9%	213	13%	219	13%	207	11%	219	11%
	American Indian/Alaska Native	13	1%	12	1%	15	1%	17	1%	17	1%
	White	1608	98%	1914	97%	1757	97%	1889	97%	1858	97%
	Black	6	0%	12	3%	15	1%	12	1%	13	1%
	Hispanic	25	1%	37	4%	38	2%	38	2%	36	2%
	Asian American	2	0%	4	3%	1	0%	1	0%	4	0%
	Economically Disadvantaged(SES)	397	24%	449	23%	509	28%	530	27%	610	33%
	Female	770	47%	941	49%	862	47%	937	48%	919	48%
	Male	885	53%	1035	54%	962	53%	1022	52%	1009	52%
	Total Student Population	1654	100%	1975	100%	1824	100%	1955	100%	1928	100%

Sub Group Enrollment

Local Grade Level Data Reports

Grade	ACS	%HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3			88	89%	97	98%				
4			98	88%	107	95%				
5			88	91%	84	85%	88	88%		

Gradel Level Achievement – District MEAP Data 09-10 Summary

6			83	93%	83	93%			78	87%
7			108	91%	115	97%				
8			119	96%	108	87%	113	92%		
Grade	ACS	%HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3			46	82%	54	96%				
4			56	86%	62	94%				
5			49	92%	46	85%	48	86%		

Grade Level Achievement – School Level MEAP Data 09-10

Hopkins Elementary School

Hopkins High School

Grade	ACS	%HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
9									118	83%

Hopkins Middle School

Grade	ACS	%HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
6			83	93%	83	93%			78	87%
7			108	91%	115	97%				
8			119	96%	108	87%	113	92%		

Sycamore Elementary

Grade	ACS	%HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3			42	97%	43	100%				
4			42	89%	45	96%				
5			39	89%	38	86%	40	91%		

Grade: 3	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Elementary	46	82%	54	96%				
Sycamore Elementary	42	97%	43	100%				
Grade: 4	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Elementary	56	86%	62	94%				
Sycamore Elementary	42	89%	45	96%				
Grade: 5	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Elementary	49	92%	46	85%	48	86%		
Sycamore Elementary	39	89%	38	86%	40	91%		

Meap Comparison by Grade Level and Building 09-10 Data

Grade:6	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Middle School	83	93%	83	93%			78	87%
Grade:7	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Middle School	108	91%	115	97%				
Grade:8	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins Middle School	119	96%	108	87%	113	92%		

Grade: 9	Reading		Math		Science		Social Studies	
	#	%	#	%	#	%	#	%
Hopkins High School							118	83%

Hopkins Elementary (3rd - 5th) Meap Proficiency 07- 08, 08-09, 09-10

Meap Proficiency for Reading

MEAP Proficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Testing Year	%	#	%	#	%	#	%	#
2007-2008	49%	73	41%	61	8%	12	2%	3
2008-2009	50%	80	38%	61	9%	15	2%	3
2009-2010	37%	65	49%	86	11%	20	2%	3

Hopkins Elementary Meap Proficiency For Math

MEAP Proficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3
Testing Year	%	#	%	#	%	#
2007-2008	49%	74	38%	57	13%	19
2008-2009	64%	102	26%	42	10%	16
2009-2010	64%	112	28%	50	8%	14

Sycamore Elementary (3rd – 5th) Meap Proficiency 07- 08, 08-09, 09-10

Meap Proficiency for Reading

MEAP Proficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Testing Year	%	#	%	#	%	#	%	#
2007-2008	39%	55	50%	71	8%	12	3%	4
2008-2009	42%	58	47%	65	8%	11	2%	3
2009-2010	52%	70	40%	53	3%	4	5%	7

Meap Proficiency for Math

MEAP Proficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Testing Year	%	#	%	#	%	#	%	#
2007-2008	58%	83	36%	51	4%	6	1%	2
2008-2009	74%	101	22%	30	4%	6		
2009-2010	69%	93	25%	33	6%	8		

Lowest Performing Math GLCE's by Grade

Grade 3:

Math GLCE's where less than 57% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	N.ME.02.22	Knows fraction equivalences of one	Hopkins Elementary School	31%	56	29%
Math	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes	Hopkins Elementary School	51%	56	46%
Math	N.ME.02.21	Knows denominator, fraction value relationship	Hopkins Elementary School	24%	56	46%
Math	M.UN.02.09	Read temperature in degrees Fahrenheit	Hopkins Elementary School	39%	56	50%
Math	G.SR.02.05	Classify familiar plane and solid objects	Hopkins Elementary School	53%	56	53%

Grade: 4

Math GLCE's where less than 57% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	M.UN.03.04	Know benchmark temperatures & compare cooler, warmer	Hopkins Elementary School	51%	66	35%
Math	M.PS.03.10	Add and subtract lengths, weights and times	Hopkins Elementary School	39%	66	42%
Math	M.PS.03.13	Solve problems about perimeter/area of rectangles	Hopkins Elementary School	45%	66	42%
Math	G.SR.03.07	Show front/top/side views of solids built w/ cubes	Hopkins Elementary School	45%	66	44%
Math	N.ME.03.19	Understand fraction as sum of unit fractions	Hopkins Elementary School	37%	66	44%

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	N.ME.02.21	Knows denominator, fraction value relationship	Sycamore Elementary School	24%	43	21%
Math	N.ME.02.22	Knows fraction equivalences of one	Sycamore Elementary School	31%	43	26%
Math	M.UN.02.09	Read temperature in degrees Fahrenheit	Sycamore Elementary School	39%	43	44%
Math	G.GS.02.01	Identify, describe, compare 2-D & 3-D shapes	Sycamore Elementary School	51%	43	50%
Math	G.SR.02.05	Classify familiar plane and solid objects	Sycamore Elementary School	53%	43	55%
Math	N.MR.02.08	Solve problem such as $42 + \underline{\quad} = 57$	Sycamore Elementary School	60%	43	56%

Math	M.UN.03.07	Distinguish between units of length and area	Hopkins Elementary School	54%	66	48%
Math	N.MR.03.10	Recognize multiplication and division situations	Hopkins Elementary School	56%	66	52%
Math	N.MR.03.14	Solve division problems involving remainders	Hopkins Elementary School	43%	66	54%

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	N.ME.03.19	Understand fraction as sum of unit fractions	Sycamore Elementary School	37%	47	34%
Math	M.PS.03.10	Add and subtract lengths, weights and times	Sycamore Elementary School	39%	47	38%
Math	G.SR.03.07	Show front/top/side views of solids built w/ cubes	Sycamore Elementary School	45%	47	40%
Math	M.PS.03.13	Solve problems about perimeter/area of rectangles	Sycamore Elementary School	45%	47	47%
Math	M.UN.03.04	Know benchmark temperatures & compare cooler, warmer	Sycamore Elementary School	51%	47	51%
Math	N.MR.03.10	Recognize multiplication and division situations	Sycamore Elementary School	56%	47	51%
Math	N.ME.03.21	Understand meaning of 0.50 & 0.25 related to money	Sycamore Elementary School	45%	47	53%
Math	N.MR.03.14	Solve division problems involving remainders	Sycamore Elementary School	43%	47	53%
Math	M.UN.03.07	Distinguish between units of length and area	Sycamore Elementary School	54%	47	56%

Grade: 5

Math GLCE's where less than 57% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	M.UN.04.01	Measure using common tools & appropriate units	Hopkins Elementary School	36%	54	4%
Math	M.PS.04.09	Solve problems about P/A of rects in compound shapes	Hopkins Elementary School	13%	54	13%
Math	G.TR.04.04	Recognize plane figures that have line symmetry	Hopkins Elementary School	21%	54	19%
Math	N.MR.04.27	Add and subtract common fractions less than 1	Hopkins Elementary School	22%	54	24%
Math	D.RE.04.01	Construct tables and bar graphs from given data	Hopkins Elementary School	35%	54	30%
Math	M.TE.04.07	Find length of rectangle given width and A or P	Hopkins Elementary School	25%	54	31%
Math	N.MR.04.25	Write improper fractions as mixed numbers	Hopkins Elementary School	48%	54	37%
Math	N.MR.04.23	Understand relationships within fraction families	Hopkins Elementary School	37%	54	40%
Math	N.FL.04.34	Estimate answers involving +, -, or x	Hopkins Elementary School	62%	54	50%
Math	N.MR.04.26	Compare and order up to three fractions	Hopkins Elementary School	47%	54	51%
Math	N.MR.04.06	Know prime numbers	Hopkins Elementary School	53%	54	56%

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Math	M.PS.04.09	Solve problems about P/A of rects in compound shapes	Sycamore Elementary School	13%	44	14%
Math	G.TR.04.04	Recognize plane figures that have line symmetry	Sycamore Elementary School	21%	44	20%
Math	M.TE.04.07	Find length of rectangle given width and A or P	Sycamore Elementary School	25%	44	20%
Math	M.UN.04.01	Measure using common tools & appropriate units	Sycamore Elementary School	36%	44	36%
Math	N.MR.04.27	Add and subtract common fractions less than 1	Sycamore Elementary School	22%	44	50%

Lowest Performing Reading GLCE's by Grade

Grade: 3

Reading GLCE's where less than 80% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.NT.02.04	ID/explain how authors/illust. use literary devices	Hopkins Elementary School	56%	56	50%
Reading	R.CM.02.03	Compare/contrast relationships within/across texts	Hopkins Elementary School	69%	56	60%
Reading	R.WS.02.11	Determine meaning of words and phrases in context	Hopkins Elementary School	71%	56	62%
Reading	R.CM.02.02	Retell main idea(s), relevant details of text	Hopkins Elementary School	71%	56	63%
Reading	R.NT.02.03	ID/describe characters/setting/problem/sequence	Hopkins Elementary School	80%	56	73%
Reading	R.IT.02.03	Explain how authors/illustrators use text features	Hopkins Elementary School	75%	56	73%

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.NT.02.04	ID/explain how authors/illust. use literary devices	Sycamore Elementary School	56%	43	67%
Reading	R.CM.02.02	Retell main idea(s), relevant details of text	Sycamore Elementary School	71%	43	73%
Reading	R.CM.02.03	Compare/contrast relationships within/across texts	Sycamore Elementary School	69%	43	73%
Reading	R.WS.02.11	Determine meaning of words and phrases in context	Sycamore Elementary School	71%	43	77%

Grade: 4

Reading GLCE's where less than 80% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.CM.03.01	Connect world understanding to themes/perspectives	Hopkins Elementary School	60%	65	58%
Reading	R.CM.03.03	Compare/contrast relationships within/across texts	Hopkins Elementary School	69%	65	66%
Reading	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson	Hopkins Elementary School	68%	65	67%
Reading	R.WS.03.08	Determine meaning of words/phrases in context	Hopkins Elementary School	63%	65	67%
Reading	R.NT.03.04	Explain how authors use literary devices	Hopkins Elementary School	77%	65	73%
Reading	R.CM.03.02	Retell text with relevant details	Hopkins Elementary School	73%	65	74%
Reading	R.NT.03.02	ID/describe a variety of narrative genre	Hopkins Elementary School	77%	65	75%

Grade: 04**Reading GLCE's where less than 80% of the students were proficient cont.**

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.WS.03.08	Determine meaning of words/phrases in context	Sycamore Elementary School	63%	47	62%
Reading	R.NT.03.03	ID thoughts/motivations, themes, main idea, lesson	Sycamore Elementary School	68%	47	66%
Reading	R.CM.03.01	Connect world understanding to themes/perspectives	Sycamore Elementary School	60%	47	66%
Reading	R.CM.03.03	Compare/contrast relationships within/across texts	Sycamore Elementary School	69%	47	68%
Reading	R.CM.03.02	Retell text with relevant details	Sycamore Elementary School	73%	47	70%
Reading	R.NT.03.04	Explain how authors use literary devices	Sycamore Elementary School	77%	47	70%

Grade: 5**Reading GLCE's where less than 80% of the students were proficient**

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.IT.04.03	Explain how authors use text features	Hopkins Elementary School	47%	53	45%
Reading	R.NT.04.02	ID/describe a variety of narrative genre	Hopkins Elementary School	65%	53	53%
Reading	R.CM.04.01	Connect world understanding to themes/perspectives	Hopkins Elementary School	47%	53	55%
Reading	R.IT.04.01	ID/explain characteristics of informational genre	Hopkins Elementary School	55%	53	60%
Reading	R.WS.04.07	Determine the meaning of words/phrases in context	Hopkins Elementary School	75%	53	70%
Reading	R.NT.04.03	Analyze characters' thoughts/roles/conflict	Hopkins Elementary School	71%	53	74%
Reading	R.CM.04.03	Compare/contrast relationships within/across texts	Hopkins Elementary School	74%	53	77%
Reading	R.NT.04.04	Explain how authors use literary devices	Hopkins Elementary School	67%	53	77%

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Reading	R.CM.04.01	Connect world understanding to themes/perspectives	Sycamore Elementary School	47%	44	45%
Reading	R.IT.04.03	Explain how authors use text features	Sycamore Elementary School	47%	44	45%
Reading	R.IT.04.01	ID/explain characteristics of informational genre	Sycamore Elementary School	55%	44	57%
Reading	R.NT.04.02	ID/describe a variety of narrative genre	Sycamore Elementary School	65%	44	70%
Reading	R.CM.04.03	Compare/contrast relationships within/across texts	Sycamore Elementary School	74%	44	74%
Reading	R.NT.04.03	Analyze characters' thoughts/roles/conflict	Sycamore Elementary School	71%	44	75%
Reading	R.WS.04.07	Determine the meaning of words/phrases in context	Sycamore Elementary School	75%	44	77%
Reading	R.CM.04.02	Retell/summarize narrative/informational text	Sycamore Elementary School	77%	44	79%

Lowest Performing Science GLCE's by Grade

Grade: 5

Science GLCE's where less than 65% of the students were proficient

Subject	GLCE	Description	Testing School	County PCT	# Students	PCT
Science	L.2.e.1	Body parts	Hopkins EI	38%	56	23%
Science	L.2.e.5	Functions of seed plant parts	Hopkins EI	44%	56	34%
Science	C.1.e.4	Use simple measurement devices to make measurements in scientific investigations.	Hopkins EI	42%	56	39%
Science	C.1.e.1	Generate questions about the world based on observation.	Hopkins EI	45%	56	46%
Science	P.2.e.1	Describe common physical changes in matter: size, shape, melting, freezing, dissolving, evaporating.	Hopkins EI	45%	56	46%
Science	L.5.e.2	Needs of life	Hopkins EI	51%	56	49%
Science	E.4.e.2	Motions of Earth and moon	Hopkins EI	54%	56	50%
Science	P.4.e.1	Describe sounds in terms of their properties.	Hopkins EI	51%	56	50%
Science	E.2.e.2	Trace the path that rain water flows after it falls.	Hopkins EI	54%	56	54%
Science	P.2.e.2	Mixtures	Hopkins EI	54%	56	54%
Science	P.4.e.4	Shadows	Hopkins EI	53%	56	55%
Science	L.2.e.4	Needs of organisms	Hopkins EI	75%	56	57%
Science	P.1.e.4	Construct simple circuits	Hopkins EI	49%	56	57%
Science	L.3.e.1	Give evidence that characteristics are passed from parents to young.	Hopkins EI	56%	56	60%
Science	C.1.e.2	Observe, investigate, reason	Hopkins EI	55%	56	61%
Science	L.4.e.1	Fossils	Hopkins EI	64%	56	63%
Science	C.1.e.5	Gather information	Hopkins EI	65%	56	63%
Science	E.3.e.3	Safety precautions in bad weather	Hopkins EI	72%	56	64%
Science	P.3.e.3	Magnetic interactions	Hopkins EI	62%	56	64%

Lowest Performing GLCE's by Grade cont.

Grade: 05

Science GLCE's where less than 65% of the students were proficient

Subject	GLCE	Description	School Name	County PCT	# Students	PCT
Science	L.2.e.1	Body parts	Sycamore Elementary School	38%	44	34%
Science	L.2.e.5	Functions of seed plant parts	Sycamore Elementary School	44%	44	43%
Science	P.2.e.1	Describe common physical changes in matter: size, shape, melting, freezing, dissolving, evaporating.	Sycamore Elementary School	45%	44	43%
Science	L.3.e.1	Give evidence that characteristics are passed from parents to young.	Sycamore Elementary School	56%	44	49%
Science	C.1.e.1	Generate questions about the world based on observation.	Sycamore Elementary School	45%	44	50%
Science	E.2.e.2	Trace the path that rain water flows after it falls.	Sycamore Elementary School	54%	44	50%
Science	P.1.e.4	Construct simple circuits	Sycamore Elementary School	49%	44	52%
Science	P.3.e.5	How simple mechanical devices work	Sycamore Elementary School	64%	44	52%
Science	P.4.e.1	Describe sounds in terms of their properties.	Sycamore	51%	44	52%

			Elementary School			
Science	C.1.e.2	Observe, investigate, reason	Sycamore Elementary School	55%	44	57%
Science	P.2.e.2	Mixtures	Sycamore Elementary School	54%	44	57%
Science	L.5.e.2	Needs of life	Sycamore Elementary School	51%	44	60%
Science	C.1.e.4	Use simple measurement devices to make measurements in scientific investigations.	Sycamore Elementary School	42%	44	61%
Science	P.4.e.4	Shadows	Sycamore Elementary School	53%	44	61%
Science	C.1.e.3	Use scientific tools	Sycamore Elementary School	68%	44	64%

MME Data

ACT Percentage of College Readiness

Year	Subject	Percentage of College Readiness
2007-2008	Math	27.3%
2007-2008	Science	17.7%
2007-2008	Reading	33.4%
2007-2008	ELA	44.4%
2008-2009	Math	33.4%
2008-2009	Science	21.4%
2008-2009	Reading	42.3%
2008-2009	ELA	58.3%
2009-2010	Math	35.3%
2009-2010	Science	27.1%
2009-2010	Reading	38.6%
2009-2010	ELA	56.9%

ACT Percentage of College Readiness Based on Socioeconomic Status For the 2009-2010 School Year

Economic Disadvantage	Subject	Percent
Disadvantaged	Math	28.9%
Disadvantaged	Science	20.6%
Disadvantaged	Reading	35.1%
Disadvantaged	ELA	45.4%
Not Disadvantaged	Math	38.4%
Not Disadvantaged	Science	30.3%
Not Disadvantaged	Reading	40.4%
Not Disadvantaged	ELA	62.6%

Students Proficient on the MME by Subject

Year	2007-2008		2008-2009		2009-2010	
Subject	%	#	%	#	%	#
ELA	54%	83	61%	72		
Math	52%	80	63%	74	59%	87
Reading	60%	92	67%	79	67%	99
Science	58%	90	63%	74	62%	93
Social Studies	84%	129	89%	104	87%	129
Writing	39%	59	50%	58	50%	74

Students Proficient on the MME by Socioeconomic Status

PL	2007-2008		2008-2009		2009-2010	
Economic Disadvantage	%	#	%	#	%	#
Disadvantaged	45%	65	52%	77	55%	135
Not Disadvantaged	60%	468	69%	384	71%	347

Economically Disadvantaged Students Proficient on the MME by Subject

Year	2007-2008		2008-2009		2009-2010	
Subject	%	#	%	#	%	#
ELA	42%	10	44%	11	0%	0
Math	37%	9	44%	11	47%	23
Reading	50%	12	52%	13	59%	29
Science	50%	12	48%	12	51%	25
Social Studies	71%	17	80%	20	78%	38
Writing	21%	5	40%	10	41%	20

DIBELS Data
Average % of Students by Status
on DIBELS ORF

FIRST GRADE	2009-2010	Beg	Beg	Beg	Mid	Mid	Mid	End	End	End
Measure	Status	# Students	Avg Score	%	# Students	Avg Score	%	# Students	Avg Score	%
ORF	At Risk				2	7.0	2%	10	14.5	12%
ORF	Some Risk				44	13.3	44%	25	29.5	30%
ORF	Low Risk				54	53.6	54%	47	80.7	57%
ORF	Total				100	34.9	100%	82	57.0	100%

SECOND GRADE	2009-2010	Beg	Beg	Beg	Mid	Mid	Mid	End	End	End
Measure	Status	# Students	Avg Score	%	# Students	Avg Score	%	# Students	Avg Score	%
ORF	At Risk	19	17.4	17%	22	33.8	19%	24	49.3	21%
ORF	Some Risk	34	32.5	30%	18	60.1	15%	23	78.9	20%
ORF	Low Risk	62	69.2	54%	77	96.6	66%	66	117.5	58%
ORF	Total	115	49.8	100%	117	79.2	100%	113	95.2	100%

THIRD GRADE	2009-2010	Beg	Beg	Beg	Mid	Mid	Mid	End	End	End
Measure	Status	# Students	Avg Score	%	# Students	Avg Score	%	# Students	Avg Score	%
ORF	At Risk	21	38.2	21%	15	50.3	16%	6	61.3	9%
ORF	Some Risk	28	65.3	29%	29	77.7	30%	20	96.6	29%
ORF	Low Risk	49	107.4	50%	52	124.2	54%	44	142.2	63%
ORF	Total	98	80.5	100%	96	98.6	100%	70	122.2	100%

FOURTH GRADE	2009-2010	Beg	Beg	Beg	Mid	Mid	Mid	End	End	End
Measure	Status	# Students	Avg Score	%	# Students	Avg Score	%	# Students	Avg Score	%
ORF	At Risk	33	50.3	29%	26	62.3	24%	27	66.2	25%
ORF	Some Risk	18	82.9	16%	22	95.1	20%	26	107.5	24%
ORF	Low Risk	61	120.7	54%	62	135.3	56%	55	153.9	51%
ORF	Total	112	93.9	100%	110	110.0	100%	108	120.8	100%

Grade: 01
% of Students by Status
on DIBELS ORF

Year	Dibels Status	Number of Students
Hopkins EI,07-08	At Risk	5
Hopkins EI,07-08	Some Risk	27
Hopkins EI,07-08	Low Risk	31
Hopkins EI,07-08	-	54
Hopkins EI,08-09	At Risk	9
Hopkins EI,08-09	Some Risk	29
Hopkins EI,08-09	Low Risk	36
Hopkins EI,08-09	-	61
Hopkins EI,09-10	At Risk	7
Hopkins EI,09-10	Some Risk	31
Hopkins EI,09-10	Low Risk	25
Hopkins EI,09-10	-	52
Sycamore E,07-08	At Risk	3
Sycamore E,07-08	Some Risk	21
Sycamore E,07-08	Low Risk	32
Sycamore E,07-08	-	48
Sycamore E,08-09	At Risk	3
Sycamore E,08-09	Some Risk	26
Sycamore E,08-09	Low Risk	40
Sycamore E,08-09	-	59
Sycamore E,09-10	At Risk	4
Sycamore E,09-10	Some Risk	19
Sycamore E,09-10	Low Risk	33
Sycamore E,09-10	-	49

Grade: 02
% of Students by Status
on DIBELS ORF

Year	Dibels Status	Number of Students
Hopkins EI,07-08	At Risk	23
Hopkins EI,07-08	Some Risk	16
Hopkins EI,07-08	Low Risk	37
Hopkins EI,07-08	-	59
Hopkins EI,08-09	At Risk	26
Hopkins EI,08-09	Some Risk	21
Hopkins EI,08-09	Low Risk	27
Hopkins EI,08-09	-	57
Hopkins EI,09-10	At Risk	20
Hopkins EI,09-10	Some Risk	25
Hopkins EI,09-10	Low Risk	43
Hopkins EI,09-10	-	66
Sycamore E,07-08	At Risk	23
Sycamore E,07-08	Some Risk	23
Sycamore E,07-08	Low Risk	32
Sycamore E,07-08	-	59
Sycamore E,08-09	At Risk	9
Sycamore E,08-09	Some Risk	17
Sycamore E,08-09	Low Risk	31
Sycamore E,08-09	-	44
Sycamore E,09-10	At Risk	9
Sycamore E,09-10	Some Risk	19
Sycamore E,09-10	Low Risk	37
Sycamore E,09-10	-	51

Grade: 03
% of Students by Status
on DIBELS ORF

Year	Dibels Status	Number of Students
Hopkins EI,07-08	At Risk	12
Hopkins EI,07-08	Some Risk	12
Hopkins EI,07-08	Low Risk	36
Hopkins EI,07-08	-	50
Hopkins EI,08-09	At Risk	13
Hopkins EI,08-09	Some Risk	23
Hopkins EI,08-09	Low Risk	47
Hopkins EI,08-09	-	64
Hopkins EI,09-10	At Risk	16
Hopkins EI,09-10	Some Risk	22
Hopkins EI,09-10	Low Risk	28
Hopkins EI,09-10	-	55
Sycamore E,07-08	At Risk	9
Sycamore E,07-08	Some Risk	18
Sycamore E,07-08	Low Risk	32
Sycamore E,07-08	-	48
Sycamore E,08-09	At Risk	21
Sycamore E,08-09	Some Risk	24
Sycamore E,08-09	Low Risk	31
Sycamore E,08-09	-	55
Sycamore E,09-10	At Risk	7
Sycamore E,09-10	Some Risk	18
Sycamore E,09-10	Low Risk	30
Sycamore E,09-10	-	43

Grade: 04
% of Students by Status
on DIBELS ORF

Year	Dibels Status	Number of Students
Hopkins EI,07-08	At Risk	19
Hopkins EI,07-08	Some Risk	15
Hopkins EI,07-08	Low Risk	27
Hopkins EI,07-08	-	48
Hopkins EI,08-09	At Risk	12
Hopkins EI,08-09	Some Risk	10
Hopkins EI,08-09	Low Risk	38
Hopkins EI,08-09	-	50
Hopkins EI,09-10	At Risk	13
Hopkins EI,09-10	Some Risk	19
Hopkins EI,09-10	Low Risk	48
Hopkins EI,09-10	-	64
Sycamore E,07-08	At Risk	13
Sycamore E,07-08	Some Risk	19
Sycamore E,07-08	Low Risk	27
Sycamore E,07-08	-	45
Sycamore E,08-09	At Risk	11
Sycamore E,08-09	Some Risk	16
Sycamore E,08-09	Low Risk	32
Sycamore E,08-09	-	46
Sycamore E,09-10	At Risk	23
Sycamore E,09-10	Some Risk	16
Sycamore E,09-10	Low Risk	24
Sycamore E,09-10	-	50

Percent Proficient on 09-10 MEAP by Demographic Sub Group

Ethnicity

MEAPProficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Ethnicity	%	#	%	#	%	#	%	#
American Indian/Alaska Native	18%	2	36%	4	45%	5		
Asian American			100%	2				
Hispanic	30%	3	70%	7				
White	55%	384	36%	248	7%	52	2%	11

Gender

MEAPProficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Gender	%	#	%	#	%	#	%	#
F	57%	185	34%	111	7%	21	2%	5
M	52%	204	38%	150	9%	36	2%	6

Socioeconomic Status

MEAPProficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Economic Disadvantage	%	#	%	#	%	#	%	#
Disadvantaged	43%	134	45%	140	10%	32	2%	6
Not Disadvantaged	63%	255	30%	121	6%	25	1%	5

Students with Disabilities

MEAPProficiency	Proficient	Proficient	Proficient	Proficient	Not Proficient	Not Proficient	Not Proficient	Not Proficient
Prof Level	1	1	2	2	3	3	4	4
Spec. Ed.	%	#	%	#	%	#	%	#
No	58%	364	36%	227	6%	37	0%	2
Yes	35%	39	37%	41	21%	23	8%	9

1. What is the average number of years teachers in this district have been teaching?

2. What is the % of teachers Highly Qualified (HQ)? 100% of the teachers are HQ

School	Grade	# Years Principal in Building	# Years Asst Principal in Building	Year	% of Students Proficient on MEAP or MME for 11 th Grade
Hopkins El	03	21		09-10	89%
Hopkins El	04	21		09-10	90%
Hopkins El	05	21		09-10	88%
Hopkins HS	09	4	6	09-10	83%
Hopkins HS	11	4	6	09-10	65%
Hopkins MS	06	8		09-10	91%
Hopkins MS	07	8		09-10	94%
Hopkins MS	08	8		09-10	91%
Sycamore El	03	2		09-10	99%
Sycamore El	04	2		09-10	92%
Sycamore El	05	2		09-10	89%

Grade Level Achievement – District MEAP Data 09-10 Summary

Grade	ACS	% HQ	Reading		Math		Science		Social Studies	
			#	%	#	%	#	%	#	%
3		100%	88	89%	97	98%				
4		100%	98	88%	107	95%				
5		100%	88	91%	84	85%	88	88%		
6		100%	83	93%	83	93%			78	87%
7		100%	108	91%	115	97%				
8		100%	119	96%	108	87%	113	92%		
9		100%							118	83%

Graduation Data

SchoolName	SchoolYear	Dropped Out	Expelled	Graduated-Gen Ed	Home School	Transfer-In State	Transfer-Out of State	Unknown
Hopkins High School	2007-2008	9		119	5	40	3	1
Hopkins High School	2008-2009	7	2	254	7	23	8	
Hopkins High School	2009-2010	1		130	1	25	6	

Hopkins Public Schools Information

ADMINISTRATION

400 Clark Street, Hopkins MI 49328
793-7261

Superintendent – Chris Stephens
Asst. Supt. – Bob Hennip

HOPKINS HIGH SCHOOL

333 Clark Street, Hopkins, MI 49328
793-7616

Principal – Bruce VanderWall
Asst. Princ. – Jay Shriver
Athletic Director/ Dean of Students –
Scott VanBonn

HOPKINS MIDDLE SCHOOL

215 Clark Street, Hopkins, MI 49328
793-7407

Principal – Ken Szczepanski

HOPKINS ELEMENTARY

400 Clark Street, Hopkins, MI 49328
793-7286

Principal – Mary Howard

SYCAMORE ELEMENTARY

2163 142nd Avenue, Dorr, MI 49323
681-9189

Principal – Amy Mielke

TRANSPORTATION

2746 22ND Street, Hopkins, MI 49328
793-7121

Transportation Supervisor – Jon Tew

SPECIAL EDUCATION

400 Clark Street, Hopkins, MI 49328
793-7261

Director – Terri Klaver

Hopkins Board of Education

Anita Kerber, President

Phone: 793-3072

Dawn Buist, Vice President

Phone: 793-3242

Mike Maule, Treasurer

Phone: 681-2528

Jeff Gilder, Secretary

Phone: 792-1481

Billy Bregg, Trustee

Phone: 793-7297

Bill Bauman, Trustee

Phone: 681-9673

John Myers, Trustee

Phone: 616 896-7540

