



Hopkins Middle School

www.hpsvikings.org

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ANNUAL REPORT FOR 2012-2013

Hopkins Middle School

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Ken Szczepanski, Principal

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.

Learning Locally, Competing Globally

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2012-2013 educational progress for Hopkins Middle School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Ken Szczepanski for assistance.

The AER is available for you to review electronically by visiting the district web site at www.hpsvikings.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus, or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school has not been given one of these labels.

The staff members at Hopkins Middle School are highly qualified and are focused on building positive relationships that will assist our students in understanding the relevance of their education. Our state of the art classrooms allow us to utilize technology and bring information to students so they in turn may transform that information into meaning. All of our students receive the use of a netbook. The connection between student learning and how our staff delivers content is continually evolving. Hopkins Middle School offers our students the opportunity to develop through their introduction

and performance in the Fine Arts. Our students are also introduced to school sponsored sports teams for the first time.

Although the student is no longer in elementary school and is experiencing more independence it does not mean that parental support should diminish. Adolescent needs have to be met with continued parental support appropriate for this developmental stage. We are very proud of the support our school gets from its parents and the community. It is part of what makes Hopkins a wonderful learning environment.

State law requires that we also report additional information.

1. Students are assigned to schools in Hopkins Public Schools district by grade level. Students that are in grades 6-8 are assigned to Hopkins Middle School.
2. The status of the 3-5 year school improvement plan (strategic planning)
3. A copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model can be found at www.hpsvikings.org
4. The aggregate student achievement results for any local competency tests or nationally normed achievement tests.
5. The number and percent of students represented by parents at parent-teacher conferences

I personally would like to thank community members for their support of Hopkins Middle School and acknowledge the teachers for their diligence and professionalism during our student's adolescent years. We have great kids here at Hopkins Middle School and it is a reflection of many factors, all of which we can be proud!

Yours in Education,

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Points of Pride

- Hopkins Middle School has met the national standards for Adequate Yearly Progress (AYP) for the 2012-13 school year.
- Hopkins Middle School is a positive behavioral support campus. The ROAD is taught to each student as they are expected to **R**epresent themselves well, **O**wn their actions both positive and negative, **A**chieve to the best of their abilities, and **D**iscover their opportunities for growth. We reward the right stuff! This year our staff wrote 9,553 R.O.A.D. cards!
- Hopkins Middle School utilizes the ACT Explore test for projecting future academic success in high school. We utilize the results in planning high school schedules and career planning.
- We continued our "Coordinators of Quality Outcomes" this year. Within this process every child met with an administrator each trimester to discuss goals and the means to attain them. A conversation about personal learning styles and appropriate studying strategies was highlighted in every meeting.
- Discovery Classes allowed our students to experience life-time educational or recreational activities.
- Acceleration opportunities for those students who may have fallen behind happened during school hours and Discovery times.
- Our Fine Arts programs thrive in the Middle School. Our students are introduced to band or continue to hone their talents if they pursue art or choir. We successfully performed the district musical "Brigadoon" this past spring with many middle school participants.
- Our students can be involved in the FFA beginning in seventh grade.
- Our students were introduced to FIRST Robotics and competed in competition.
- We offer middle school sports opportunities.
- We have state of the art technology in every classroom including student netbooks.
- Our Student Council manages and/or participates in charitable works for our community and the area.
- Our building hosts many functions, being the only stage in the district.
- Our Parent group PARTNERS raised money to support the ROAD program and partially fund field trips.

School Improvement / Strategic Planning Goals

For this year 2012-13, the focus of each building improvement goals- Goal 1: Writing goal, Goal 2: Reading strategies, and Goal 3: Problem Solving that individual teachers addressed are tied to **District Target Goal 2- Making Learning Relevant to All- All students are invested in and connected to their learning.** Teachers focused on one theme in particular- **Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest.** Both of these goals include the **potential strategy to monitor** using surveys.

District Target Goal 1- Community of Opportunity- Parents, students, and community have broader expectations for student success:

We evaluated what we had at the beginning and created a plans to increase our efforts through the use of CQO's and counselor.

District Target Goal 3 - Relevant Individual Growth Plan- All students are motivated, confident, and capable learners.

We gathered baseline information about how our students mentor now to better plan and further develop our protocol for growth plans and classes

Parent Involvement

Hopkins Middle School is fortunate to have the support of its parents and the community at large. That support can be measured by the visible actions of the groups mentioned below or in the not so visible support given at home.

- Parents are involved in our Parent group called PARTNERS
- Parents have active involvement in monitoring their child's grades on-line through our parent portal in Pinnacle.
- Athletic Boosters- This group supports the efforts of the athletic program grades 6-12.
- Band Boosters- This group supports the efforts of the band program grades 6-12.
- Choir Boosters- This group supports the efforts of the choir program grades 6-12.
- Parents are involved by being supportive of the students at programs and sporting events.
- Parents are involved in the hiring process by sitting in on interview committees.

Parent Teacher Conferences

	% Attending		
	Fall	Winter	Spring
2012-13	62%	42%	32%
2011-12	62%	47%	33%

Improvement Plan Summary— AYP Report

Goal 1 Writing: Improve test scores in classes and on MEAP and ACT Explore by incorporating writing to increase fluency and relevance in each content area.

5 staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)

Students were given writing assignments in each trimester. (teacher planners)

Goal 1 Narrative: In order to move in the direction of the District Goal: "to make learning relevant to all", teachers have made a conscientious effort to incorporate "relevant writing lessons" in each class. All teachers have made an attempt in one of two trimesters while a majority of the teachers fall into the "tried 1-2 lessons" in all three trimesters. When asked if teachers thought adding these lessons makes an improvement in the overall scores of the classes, 4 of 9 teachers responded favorably. In order to decide if this push for adding relevant writing to each class makes an impact on MEAP scores, the district will have to wait until a full year of implementation has occurred and compare MEAP scores both at the grade and cohort level.

Goal 2 Reading: Improve comprehension on class work and test results on MEAP and ACT Explore by incorporating relevancy through reading comprehension activities in each content area.

5 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)

Reading Essential class showed gains in all three classes in fluency and comprehension well about the expected gains for those areas. (Reading Essentials-logs)

Goal 2 Narrative: In aligning with the district goal of "making learning relevant to all," HMS has made a point to add "relevant reading assignments" to the lessons in class. A majority of the teachers surveyed fell into adding at least 1-2 relevant reading assignments per trimester. 6 of the 9 surveyed believe adding this has improved overall comprehension scores for reading in the class. Some of the methods teachers are using include THIEVES and SQ3R. Reading relevant materials looks different in each class but overall teachers are seeing the payoff. In order to decide if this push for adding relevant reading to each class makes an impact on MEAP scores, the district will have to wait until a full year of implementation has occurred and compare MEAP scores both at the grade and cohort level. Reading scores on the MEAP(80% correct) and ACT Explore (College Ready) have had mixed results on the MEAP and decreased on the ACT Explore over the three year averages as per the data stated below. MEAP-6th grade 31% compared to the three year average

of 31% , 7th grade 38% compared to the three year average of 40% , 8th grade 33% compared to the three year average of 29.67% and ACT Explore - College Ready- 49.5% compared to the three year average of 58.97%

Strategies have been observed being used during classroom observations and in lesson plans. Teachers have been using researched based reading strategies for vocabulary and comprehension including the Frayer Model, THIEVES, Paraphrasing, and Self Questioning. (I-Observe and teacher planners)

Goal 2 Score: 2.75 out of 4 - "Meets Goal"

Goal 3 Math: Improve test results in classes and on MEAP and ACT Explore by incorporating problem solving opportunities into the content areas to tie in relevancy in the learning activity in preparation for Common Core

5 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms) This is a new goal for HMS and is difficult to determine the impact.

Math scores on the MEAP(80% correct) and ACT Explore (College Ready) have increased on the MEAP and decreased on the ACT Explore over the three year averages as per the data stated below. MEAP- 6th grade 28% compared to the three year average of 18% , 7th grade 44% compared to the three year average of 13% , 8th grade 16% compared to the three year average of 6.67% and ACT Explore -College Ready- 47.83% compared to the three year average of 50.43% (This goal was put in place this year)

Goal 3 Narrative: The major focus of Goal 3 is to add relevancy by increasing the number of "problem solving opportunities" in the classroom. A majority of the teachers surveyed believe that adding this problem solving opportunity has increased the relevancy for students. Of those surveyed 9 responded and most fell into adding 5 or more problem solving opportunities per trimester. When looking at the comments, teachers who are adding opportunities have done so through a variety of methods ranging from daily "challenges" to larger writing assignments. Of those who reported they did not "add" opportunities, the comments reflect the idea that the class curriculum has already built in these opportunities therefore "adding" more was not a high priority. idea that the class curriculum has already built in these opportunities therefore "adding" more was not a high priority.

Middle school staff will see this again in 2013-14 school year in a more defined form to relate problem solving to all content areas

Goal 3 Score: 3 out of 4 - "Meets Goal"

MEAP / ACT Explorer Scores

State Assessment Data-MEAP

(% of students scoring 80% or above on test questions)

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year	Increase/Decrease
					2012-2013	
6th Grade Reading	21%	34%	38%	31%	31%	Decrease
6th Grade Mathematics	25%	18%	13%	18.7%	28%	Increase
7th Grade Reading	41%	30%	49%	40%	38%	Decrease
7th Grade Mathematics	10%	10%	19%	13%	44%	Increase
8th Grade Reading	32%	28%	29%	29.7%	33%	Increase
8th Grade Mathematics	12%	3%	5%	6.7%	16%	Increase

ACT EXPLORE (% of College Readiness) (insight.mi-case.org)

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year	Increase/Decrease
					2012-2013	
Reading	64.0%	58.2%	54.7%	58.97%	49.4%	Decrease
Mathematics	64.9%	47.9%	38.5%	50.43%	47.7%	Decrease
Science	19.9%	21.5%	18.2%	19.87%	20.8%	Increase
English	80.7%	73.9%	79.1%	77.9%	76.0%	Decrease