



Hopkins Middle School

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August 18, 2014

ANNUAL REPORT FOR 2013-2014

Hopkins Middle School

215 Clark Street

Hopkins, MI 49328

Ph 269-793-7407

Fax 888-557-7919

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.

August 18, 2014

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 me 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 will identify all 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 assigned 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 in-

Learning Locally, Competing Globally

roduced 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. This was the second year 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 national norm 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,

Ken Szczepanski

Secondary Schools Principal
Hopkins Public Schools- Go Vikes!
High School- (269) 793-7616 ext. 1509
Middle School- (269) 793-7407 ext. 3509
kenszcz@hpsvikings.org

Points of Pride

- 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 **thousands** of 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.
- Advanced Math opportunities for seventh and eighth graders include taking classes at the HS for credits.
- We continued our “Coordinators of Quality Outcomes” this year. Within this process every student met with an administrator each trimester to discuss goals and the means to attain them. A conversation about personal studying strategies was a highlight of every meeting.
- “Discovery Classes” allowed our students to experience life-time educational or recreational activities.
- Opportunities for acceleration were made available for those students who may have fallen behind. These opportunities occur during the school day.
- Middle School Band students earned a second division rating at band festival this year.
- Middle School Choir students have experienced a clinician from Cornerstone University to assist in honing their skills.
- Middle School Art students have explored color theory, by working with acrylic paint, clay, glaze and watercolor. They have put on multiple school-wide art shows during the year.
- Middle School Choir students have performed at many different concerts and events. The students within the Hopkins Vocal Music Program are learning at a high quality level, consistently test above average, and show an appreciation for the Fine Arts.
- Middle School FFA students won multiple awards at the State level.
- Our students enjoyed their second year of FIRST Robotics and made it all the way to the State Tournament.
- Hopkins Junior Equestrian Team was started in 2010 and in those 5 years has received 4 grand or reserve championships in District Meets.
- Athletic opportunities have increased over the past few years including club baseball and softball.
- Every classroom is outfitted with state of the art technology including interactive whiteboards, document projectors, and audio amplification systems.
- We are a one-to-one building with all students receiving a netbook for use in class or at home.
- Our Student Council manages and/or participates in charitable works for our community and the surrounding area.
- Our building hosts many functions through the use of our “cafetorium” including four successful performances of the musical “The Seussical” which included many middle school students.
- Our Parent group PARTNERS raised money to support the ROAD program and partially funded multiple field trips throughout the year.
- Partnerships have been made with Wings of Hope Hospice and Allegan County Community Mental Health to provide small group guidance opportunities for students.

School Improvement Strategic Planning Goals

District Target Goal 1 Community of Opportunity-Parents, students, and community have broader expectations for student success. Focus on one theme in particular- Theme 3- Increase two-way communication.

- Utilization of resources available
- Improvement on newsletters, website, and CQO techniques

HMS 2013-14 Improvement Goals- **Goal 1: Writing goal**, **Goal 2: Reading strategies**, and **Goal 3: Problem Solving** are all tied to **District Target Goal 2- Making Learning Relevant to All-** All students are invested in and connected to their learning. Teachers will be focusing on one theme in particular- Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest.

- Utilization of the evaluation process
- Student improvement/achievement see graphs from staff survey (attached)
- MEAP (October), ACT Explore (March), Content grades (trimester)
- CCSS integration into ELA and math

District Target Goal 3 Relevant Individual Growth Plan- All students are motivated, confident, and capable learners. Focus on one theme in particular- Theme 1- All learners will have well rounded growth plans

- Relevance into Core and Discovery classes and utilize resources effectively
- Comprehensive 8th grade planning for high school
- College or career readiness focus communicated based on ACT Explore

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, but extremely important, support given at home.

- Parents are involved in our Parent group called PARTNERS
- Parents have active involvement in monitoring their child's grades online 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 after school programs and sporting events.
- Parents are involved in the hiring process by sitting in on interview committees.
- Parents are continually transporting their students to activities during these formative years

Improvement Plan Summary— AYP Report

Goal 1: Improve assessment scores in class and on MEAP by incorporating writing to increase fluency, show critical thinking and analytical skills, and demonstrate relevancy in each content area.

- Two staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- Rubrics are used to give feedback to students
- Results on the MEAP will be dependent upon growth for the 6th grade level cohort on the next MEAP in the Fall of 2014 – writing is only assessed at the 7th grade level
- 7th grade MEAP Writing (% proficient)- Fall 2012=51% (State average - 52%), Fall 2013=51% (State average - 53%)
- Documented growth in the number of opportunities presented for students to write within content area
- 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.

Goal 2: Improve reading assessment results on class work MEAP, and ACT Explore by incorporating strategies that lead to processing and comprehension skills during reading activities in each content area.

- Four staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- Multiple opportunities have been incorporated for students to read in class and for pleasure and Article of the Week application by the ELA department facilitates for deep reading and comprehension strategies. Utilization of "Thieves" and SQ3R reading strategies are in place
- Documented growth in the number of opportunities presented for students to utilize reading strategies within content area
- Reading Essential class showed gains in all grade levels in fluency and comprehension well above the expected gains for those areas. (Reading Essentials- logs)
- 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 37% compared to the three year average of 34.3% , 7th grade 46% compared to the three year average of 39% , 8th grade 53%

compared to the three year average of 30% and ACT Explore -College Ready- 46.3% compared to the three year average of 54.03%

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. 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 example News ELA which allows content to be the same while changing the reading level.

Goal 3: Improve MEAP and ACT Explore results in content areas that are determined by student reasoning and process thinking. Incorporate problem solving opportunities into the content area while demonstrating relevancy in the learning activity.

This is a second year goal. We will be looking to compare this year's score with our current three year average scores for ACT Explore Math that will be taken next fall. To pursue this goal the following things have occurred:

- Nine staff members focused on this for their evaluation smart goal and scored Effective or Highly Effective (individual staff evaluation forms)
- All content areas are asked to apply process thinking for their students; interpretations, predictions, representations, and remedies in content areas. Focus on applying the appropriate skills to open ended questions, going beyond the technical tasks.
- Documented growth in the number of opportunities presented for students to utilize opportunities presented for students to find solutions. This is a definite shift in instructional strategies especially in content areas that traditionally are reading based

Math scores on the MEAP(80% correct) and ACT Explore (College Ready) have increased on the MEAP and increased on the ACT

Parent Teacher Conferences

	Parent Attendance					
	Fall Count	Fall %	Winter Count	Winter %	Spring Count	Spring %
2013-14	202	56%	148	41%	106	30%
2012-13	221	62%	150	42%	112	32%

MEAP / ACT Explorer Scores

State Assessment Data-MEAP

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

	2010-2011	2011-2012	2012-2013	3 Year Average	This Year	Increase/Decrease
					2013-2014	
6th Grade Reading	34%	38%	31%	34.34%	37%	Increase
6th Grade Mathematics	18%	13%	28%	19.67%	28%	Same
7th Grade Reading	30%	49%	38%	39%	46%	Increase
7th Grade Mathematics	10%	19%	44%	24.34%	29%	Decrease
8th Grade Reading	28%	29%	33%	30%	53%	Increase
8th Grade Mathematics	3%	5%	16%	8%	17%	Increase

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

	2010-2011	2011-2012	2012-2013	3 Year Average	This Year	Increase/Decrease
					2013-2014	
Reading	57.7%	54.7%	49.7%	54.04%	58.1%	Increase
Mathematics	47.4%	38.5%	48.0%	44.64%	56.2%	Increase
Science	21.3%	18.2%	21.0%	20.17%	12.8%	Decrease
English	73.3%	79.1%	76.1%	76.17%	77.3%	Increase