



HOPKINS HIGH SCHOOL

www.hpsvikings.org

August 2013

ANNUAL REPORT FOR 2012-2013

Hopkins High School
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Ken Szczepanski, Principal

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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 High 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 been given one of these labels- Reward!

The primary focus of the programs we offer at Hopkins High School is designed to prepare our students for the future. With the understanding that our children will confront complex problems in the future, we look to develop and prepare them to be productive citizens in a global economy. Through our academic and extra-curricular programs our students have many avenues to pursue success and excellence.

We have built the supports necessary for success. The staff members at Hopkins High School are highly qualified and are focused on building positive relationships that will

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.

Learning Locally, Competing Globally

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. The marriage of quality instruction and technology connect well with the rigorous Michigan Merit Curriculum and will serve us well as we move to the Common Core State Standards within the next couple of years. We are excited about facilitating our students' education and successful movement toward their future goals.

State law requires that we also report additional information.

1. Students are assigned to schools in Hopkins Public Schools by grade level. Students that are in grades 9-12 are assigned to Hopkins High School.
2. The status of the 3-5 year school improvement plan (strategic planning)
3. To access a copy of the core curriculum, a description of its implementation and an explanation of the variances from the state's model visit 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
6. For the High School only:
 - a. The number and percent of postsecondary enrollments (dual enrollments)
14, 2.7%
 - b. The number of college equivalent courses offered (AP)
7 AP Courses offered
AP English, AP Calculus, AP Physics, AP Chemistry, AP Spanish,
AP History, AP Biology
 - c. The number and percentage of students enrolled in college equivalent courses (AP)
70, 13.5%
 - d. The number and percentage of students receiving a score leading to college credit.
40 students receiving a score leading to college credit of 62 participants tested.
64.5%

All of this additional information is found in our report. Hopkins is a great school because of the students we have, the support we receive from the community, and the wonderful teachers we have. We definitely have a school of which we all can be proud.

Yours in Education,

Ken Szczepanski
Secondary Schools Principal
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Points of Pride

- Hopkins High School has met the national standards for Adequate Yearly Progress (AYP) for the 2012-13 school year.
- Hopkins High School utilizes the ACT suite of tests for projecting college readiness for its students. There has been an upward trend in recent years that indicates our students are leaving here better prepared for future success. This year, the Class of 2014 scored the highest ever!
- We offer seven AP courses and will be adding another in 2013-14. In addition to our Accelerated Progress courses we offer on site college credits from Lake Michigan Community College and Kendall College.
- Every child met with a Coordinator of Quality Outcomes every trimester to discuss current academic progress, goals, and what they can be working on to academically to help attain those goals.
- Our Fine Arts programs thrive. Art, Band, and Choir come together each trimester to demonstrate the vast talent at Hopkins with collage concerts. Our band and choirs place high in District and State competitions. We successfully produced the musical "Brigadoon" this past spring.
- Our FFA was ranked as one of the "Top Ten" chapters in the state last year and also received many individual awards in the Regional, State, and National competitions.
- Our First Robotics Club- (Team 2054, the Techvikes) placed 2nd in state competition and 9th in the World Competition in St. Louis, MO.
- We offer many varsity and sub-varsity sports opportunities.
- We have state of the art technology in every classroom and all students have netbooks.
- Our Student Council and National Honor Society manage and/or participate in charitable works for our community and the area.
- Our PALS program connects high school students with elementary and middle school students to mentor them for success.
- Over \$16,000 was given out to graduating seniors through local scholarships.
- Our building hosts many functions for all ages, including the Veterans Day Celebration for the Community, elementary Christmas concerts, sports camps for all ages, youth basketball and soccer leagues, the Hopkins Alumni luncheon, and more!

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.

HHS has demonstrated success in this area through:

- Utilization of resources available
- Improvement on newsletters, website, and CQO techniques
- Use of Facebook digitally connected

2012-13 HHS 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 focused on one theme in particular- Theme 1- Implement lessons that increase relevance by including career connections, community resources, or student interest. Documented improvements include:

- Utilization of the evaluation process
- Student improvement/achievement see graphs from staff survey
- ACT Scores

District Target Goal 3: Relevant Individual Growth Plan- All students are motivated, confident, and capable learners. Instructors focused on one theme in particular- Theme 2- Provide appropriate relevant classes. Efforts in this focus area include:

- Evaluate offerings and utilize resources effectively
- Edited course offerings
- Flow charts of classes based on students interest/needs
- College or career readiness focus communicated

School Improvement Plan Summary—AYP Report

Goal 1: Writing Goal: Improve English- College Readiness results on ACT by incorporating writing to increase fluency and relevance in each content area. This goal was worked on by all staff and supported by the HS ELA staff with professional development given on "Collins" type writing for ease of corrections in content area (more PD coming next year to raise skills to a more complex level in the content areas)

- 18 staff members focused on this for their evaluation smart goals and scored effective or Highly effective (individual staff evaluation forms)
- All staff assigned writing with a majority assigning 3+ writing assignments (as supported with survey information).
- Writing assignments were observed in walk through visits and formal observations

Goal 2: Reading Goal: Improve Reading- College Readiness- results on ACT by incorporating relevancy through reading comprehension activities in each content area.

- 4 staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)
- All staff focused on reading activities in their content area (as supported with survey information)
- Reading on the ACT Plan and the ACT improved over the three year averages as per the data stated below. ACT Plan -College Ready- 60.5% compared to the three year average of 55.3% and ACT -College Ready- 42.1% compared to the three year average of 41.9% (This goal, or a version of it, has been in place for the last three years)
- Reading has been set as a priority with ELA teachers who have incorporated silent sustained reading (lesson plans)

Goals 3: Math Goal: Improve Math- College Readiness results by incorporating problem solving opportunities into the content areas to tie in relevancy in the learning activity in preparation for Common Core

- This is a new goal for HHS and is difficult to determine the impact, one staff member focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms).
- Math scores on the ACT Plan and ACT have decreased over the three year averages as per the data stated below. ACT Plan -College Ready - 39.1% compared to the three year average of 39.9% and ACT - College Ready- 38.1% compared to the three year average of 38.4% (This goal was put in place this year)
- High school staff will see this again in 2013-14 school year in a more defined form to relate problem solving to all content areas

Parent Involvement

Hopkins High 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.

- **Grad Night-** This group coordinates the senior all night party following graduation. Their fundraising activities deliver a wonderful final experience for our graduating seniors.
- **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	36%	30%	35%
2011-12	46%	40%	24%

ACT/MME Scores

State Assessment Data-MEAP

Grade 9 (% of students earning 80% or more of the points) *(Golden Package)*

	2009-2010	2010-2011	2011-2012	3 Year Average	This Year 2012-2013	Increase/ Decrease
	9th Grade Social Studies	24%	13%	7%	14.67%	1%

ACT PLAN (% of students college ready) at Grade 10 *(INSIGHT.MI-CASE.ORG)*

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013	Increase/ Decrease
	Class of 2012	Class of 2013	Class of 2014		Class of 2015	
Reading	42.0%	56.0%	68.0%	55.3%	60.9%	Increase
Mathematics	38.2%	33.1%	48.4%	39.9%	38.6%	Decrease
Science	22.2%	22.2%	39.8%	28.1%	27.0%	Decrease
English	66.2%	77.0%	89.1%	77.4%	77.9%	Increase

ACT (% of students college ready) at Grade 11 *(INSIGHT.MI-CASE.ORG)*

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013	Increase/ Decrease
	Class of 2011	Class of 2012	Class of 2013		Class of 2014	
Reading	38.5%	44.8%	42.1%	41.8%	53.4%	Increase
Mathematics	35.3%	46.5%	38.1%	39.97%	53.4%	Increase
Science	27.1%	25.9%	29.3%	27.44%	38.6%	Increase
English	56.8%	66.3%	59.8%	60.97%	77.4%	Increase

MME at Grade 11 (% of students scoring proficient) *(INSIGHT.MI-CASE.ORG)*

	2009-2010	2010-2011	2011-2012	3 Year Average	2012-2013
	Class of 2011	Class of 2012	Class of 2013		Class of 2014
Reading	67%	75%	60%	67.34%	67%
Writing	50%	64%	55%	56.34%	72%
Mathematics	59%	67%	32%	52.67%	43%
Science	63%	70%	27%	53.34%	40%
Social Studies	87%	85%	48%	73.34%	46%