



# HOPKINS HIGH SCHOOL

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August 18, 2014

## ANNUAL REPORT FOR 2013-2014

**Hopkins High School**  
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**Ken Szczepanski, Principal**

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 2013-2014 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 me for assistance.

The AER is available for you to review electronically by visiting the District web site at [www.hpsvikings.org](http://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.

As of today, our school has yet to be assigned one of these labels for 2013-14.

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

### *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**

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. The marriage of quality instruction and technology connect well with the rigorous Michigan Merit Curriculum and have served us well as we moved to the Common Core State Standards. 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. This was the 2nd year 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](http://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
6. For the High School only:
  - a. The number and percent of postsecondary enrollments (dual enrollments)  
5, 1%
  - b. The number of college equivalent courses offered (AP)  
8 AP Courses offered: AP English Literature, AP English Language and Composition 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)  
79, 15.3%
  - d. The number and percentage of students receiving a score leading to college credit.  
49 students receiving a score leading to college credit of 78 participants tested.  
62.8%

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 parents and community, and the wonderful teachers we have. I thank you for another great year!

Yours in Education,

Ken Szczepanski  
Secondary Schools Principal  
Hopkins Public Schools- Go Vikes!  
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## Points of Pride

- Hopkins High School has been designated as a Michigan Rewards School for the 2013-2014 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. Our average scores are above both State and National averages.
- We offered seven AP courses during the 2013-2014 school year. In addition to our Accelerated Progress courses we offer on-site college credits from Lake Michigan College.
- To help encourage students to take advantage of Early College Opportunities, we held a parents' information session evening event.
- Every child met with a Coordinator of Quality Outcomes and/or a counselor each trimester to discuss current academic progress, goals, and what they can be working on academically to help attain those goals.
- Our Fine Arts programs thrive. Art 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, with our band receiving the highest rank of I at State Competition. We successfully produced the musical "Seussical" this past spring.
- Our FFA once again ranked high in the state last year and received many individual awards in the Regional, State and National competitions. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agricultural education.
- Our First Robotics Club- Team 2054, the TechVikes- placed well in state competition and at the World Competition in St. Louis, MO. They have placed in the top 1% in the world for four straight years.
- Hopkins Senior Equestrian Team was awarded a Reserve Championship in the District and advanced on to Regional competition in their first year competing (2013) as well as having the #1 Point Earning Rider for the district in 2013.
- First time participant in S4SD- Strive for a Safe Drive. Placing Third in Division 1. Program was created to urge students not to text and drive.
- We offer many varsity and sub-varsity athletic opportunities. Our Girls Cross Country made it to State Competition last year with two athletes receiving medals.
- Our Student Council and National Honors Society manage and/or participate in charitable works for our community and area. This year we were proud to assist a cancer victim in our elementary school.
- Our PALS programs connects high school students with elementary and middle school students to mentor them for success.
- Over \$19000 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, Allegan County's law enforcement emergency training, elementary Christmas concerts, sports camps for all ages, youth sports leagues, the Hopkins Alumni Annual 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.

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

HHS 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)**
- **ACT Scores (taken in March)**
- **CCSS integration in 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 2- Provide appropriate relevant classes.

- **Evaluate offerings and utilize resources effectively**
- **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: Improve English—College Readiness results on ACT by incorporating writing to increase fluency, show critical thinking and analytic skills, and demonstrate relevancy in each content

- Ten staff members focused on this for their evaluation smart goals and scored Effective or Highly Effective (individual staff evaluation forms)
- Documented growth in the number of opportunities presented for students to write within content area. All staff assigned writing with a majority assigning 3+ writing assignments
- ACT Writing (out of 12 points, 7-8 range and above are considered proficient)-2009-2010 = 6.8, 2010-2011 = 6.8, 2011-2012 = 7.2, 2012-2013 = 7.02, 2013-2014 = 7.08

### Goal 2: Improve Reading—College Readiness—results on ACT by incorporating reading activities in each content area demonstrating relevancy in the learning activity.

- Eight staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)
- Documented growth in the number of opportunities presented for students to utilize reading strategies within content area
- Reading on the ACT Plan and the ACT gave mixed results in comparison to the three year averages as per the data stated below. ACT Plan -College Ready- 48.6 % compared to the three year average of 61.5% where the ACT -College Ready- 53.4% compared to the three year average of 41.8%

### Goal 3: Improve College Readiness results in content area that are determined by student reasoning and process thinking. Incorporating problem solving opportunities into the content areas while demonstrating relevancy in the learning activity.

- Six staff members focused on this for their evaluation smart goal and scored effective or Highly effective (individual staff evaluation forms)- previous year's goal was math only, this is across all subjects areas
- All content areas are asked to apply process thinking for their students; interpretations, predictions, representations, and remedies in content areas with a focus on applying the appropriate skills to open ended questions, going beyond the technical tasks.
- Math scores on the ACT Plan and ACT have given us mixed results as compared to the three year averages as per the data stated below. ACT Plan -College Ready- 33.3% compared to the three year average of 40.2% and ACT -College Ready- 53.4% compared to the three year average of 39.97%

## 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, but extremely important, 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 after school programs and sporting events.
- Parents are involved in the hiring process participating on interview

### Parent Teacher Conference Attendance

	Fall Count	Fall %	Winter Count	Winter %	Spring Count	Spring %
2013-14	221	42%	179	34%	110	21%
2012-13	200	36%	167	30%	188	35%

## ACT/MME Scores

### HopkState Assessment Data-MEAP

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

	2010-2011	2011-2012	2012-2013	3 Year Average	This Year	Increase/Decrease
					2013-2014	
9th Grade Social Studies	13%	7%	1%	7%	7%	Increase

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

	2010-2011	2011-2012	2012-2013	3 Year Average	2013-2014	Increase/Decrease
	Class of 2013	Class of 2014	Class of 2015		Class of 2016	
Reading	56.0%	68.0%	60.9%	61.64%	54.2%	Decrease
Mathematics	33.1%	48.4%	38.6%	40.04%	33.6%	Decrease
Science	22.2%	39.8%	27.0%	29.67%	31.8%	Increase
English	77.0%	89.1%	77.9%	81.34%	80.04%	Decrease

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

	2010-2011	2011-2012	2012-2013	3 Year Average	2013-2014	Increase/Decrease
	Class of 2012	Class of 2013	Class of 2014		Class of 2015	
Reading (Benchmark 21)	45.5%	42.7%	53.1%	47.1%	N/A	N/A
Reading (Benchmark 22)				N/A	52.1%	N/A
Mathematics	47.2%	38.1%	53.1%	46.14%	41.9%	Increase
Science (Benchmark 24)	25.9%	26.3%	29.6%	27.27%	38.0%	Increase
Science (Benchmark 23)				N/A	29.1%	N/A
English	67.2%	59.8%	76.9%	67.97%	70.1%	Increase

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

	2010-2011	2011-2012	2012-2013	3 Year Average	2013-2014
	Class of 2012	Class of 2013	Class of 2014		Class of 2015
Reading	75%	60%	67%	67.67%	68%
Writing	64%	55%	71%	63.34%	66%
Mathematics	67%	32%	42%	47.00%	35%
Science	70%	27%	40%	45.67%	30%
Social Studies	85%	48%	46%	59.67%	51%