



Hopkins Public Schools

"Committed to Quality Education for our Children's Future"

400 CLARK STREET - HOPKINS, MI 49328 - (269) 793-7261 - FAX (888) 557-7919 - www.hpsvikings.org

April 8, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 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 Scott Stockwell for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2FnxnYt>, or you may review a copy in the main office at your child's school.

MISCHOOldata.org

For the 2017-18 year, the state has added a new Parent Dashboard for School Transparency comparing schools all across the state. It can be found at mischooldata.org. This dashboard contains information about the services and offerings, student data, staff data, and something new called the School Index. According to mischooldata.org(2019):

The Michigan School Index System measures public school performance in six key areas—student growth, student proficiency, school quality/student success, graduation rate, English Learner progress, and assessment participation.

Schools receive credit in each area based on the degree to which it meets the state targets and an overall index value ranging from 0-100. The Michigan School Index System is used to identify schools for support.

Our rating in each category is as follows:

School Quality and Student Success Index: 85.32

Growth Index: 46.47

Proficiency Index: 61.20

Overall Index: 60.12

Assessment Participation Index: 100.00

By clicking on each of the categories, you can see exactly what components and the percent weights that go into the score. If you would like to discuss the ratings in more detail, please call and set an appointment.

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

Hopkins Middle School
215 Clark Street
Hopkins, MI 49328
(269) 793-7407

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

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

BUILDING GOALS

In 2017-2018 the building goals for Hopkins Middle School centered on reinforcing positive student behavior and taking a deeper look at the need for a common writing program in all grade levels. The results that were presented to the board of education are as follows:

Building Goal: Improve Building Culture: Student Behavior

Measurable Objective:

Collaborate to improve the student culture in the building by 06/08/2018 as measured by a student perception survey and referral data in both the Bullying and SRC categories.

Strategies Used:

The middle school supported this goal with training from Dr. McEvoy. Training was done with all students in small groups, and multiple days of Dr. McEvoy with the staff members. Dr. McEvoy also hosted a parent night where her anti-bullying and positive culture message was heard.

A second strategy that was used was common advisory time. Every student in the building had the first 14 minutes of the day with their first hour classroom as an advisory. This time was spent doing character education, discussing grade-level issues and trips, relationship building activities, and catching up on work for class. Mr. Crook supported this effort with monthly lesson plans centered on key character traits for all staff members to use.

A Third strategy was looking at a student perception survey. The topics were bullying and mean behavior and it was sent to all students. Highlights from the results of the survey were over 94% of students feeling comfortable going to at least one staff member with concerns over bullying and mean behavior. Dr. McEvoy remarked that our scores for positive relationships between students and staff were among the highest she has seen in her 30 plus year career. Specifically, 91% of students responded they believe staff would do something to help if they found out they were being bullied, and 86% said they would report to an adult if they were being bullied and couldn't make it stop. I believe this is evidence that we have a supportive culture built at the middle school.

Finally, referral data was monitored in the areas of SRC and Bullying. We have conflicting data when we look at both sources. Our SRC number was the second highest we've had in six years at the middle school at 256. That is 57 higher than our 6 year average of 199. Our reports of bullying however, was at a 6 year low coming in at 9 referrals. We also are reporting a total of 0 bullying violations found from the 9 referrals. Perhaps our focus was so narrowly on bullying and mean behavior that we were lax in our teaching of other expectations. This could explain

the rise in SRC behavior (small behaviors that get students kicked out of class), while at the same time the drop in bullying reports and violations.

Narrative on Building Culture Goal:

I would consider our attempts at improving the student culture in relationship to bullying and mean behavior a success this year. We used many of the suggestions that Dr. McEvoy had for us including a 15 second intervention when low level behavior is witnessed, a behavior rubric where students could clearly see the possible consequences of continued behavior, and student led parent phone calls when sent to the SRC room. I also think having students meet with Dr. McEvoy in small groups to practice strategies in dealing with mean and bullying behavior was a success. My evidence is the lack of bullying reports filed. While I consider this building goal met, we as a building cannot ever neglect the concept of improving building culture. Although this may not be an official building goal for next year, we will continue to implement the strategies listed above as they have produced positive results.

Building Goal: Identification of a Common Writing Program

Measurable Objective:

Collaborate to identify a writing program that will improve student performance and develop an implementation plan for the following school year by 06/08/18 as measured by a written proposal describing the writing program selected and the accompanying implementation plan needed.

Strategies Planned:

The first strategy was the formation of a writing goal committee to help make decisions. The second strategy planned was a staff survey with the goal to see where our teachers thought we were and wanted to go. Next was the committee research phase where the team was going to research current expectations and those necessary for student success. Finally, the committee was going to develop and submit an implementation plan for a writing program that they felt would best help students achieve success.

Narrative on Common Writing Program Goal:

We made some progress on this goal, but we are not as far as I expected us to be. The committee was formed and looked at the results of the staff survey. When all staff were asked if they thought students in the middle school were being taught the same writing expectations both within grade level and as a whole building, staff responses were skewed closer to the "disagree" category. The Majority (10) responses were in the "neither agree nor disagree" category. When asked if they thought students were being taught the same expectations in the elementary schools and high school, responses were very similar. Finally, when asked if they thought students would benefit from a K-12 common writing program, results were

skewed towards the “agree strongly” with the majority being in the “agree strongly” category.

The committee discussed and agreed that results seem to suggest we really aren’t sure what is happening in other grade levels or buildings when it comes to common expectations for formal writing assignments. The committee suggested getting teachers together from all four buildings to discuss current expectations, share examples of both excellent and poor writing, and begin a discussion on whether or not adopting a common “K-12 writing program” is the right direction for our district.

This is where we sit. I will most likely roll this goal over into next year. I would want to make sure we have time to meet as a district to discuss our writing. At the very least, we will have an opportunity next year to align our writing expectations within the middle school.

ADDITIONAL INFORMATION

In addition to reporting our school improvement goals, the State law requires that we also report this specific information to you, our stakeholders:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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. Students advance through the grade levels based on grades and developmental appropriateness.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

The 2017-18 school year was the 7th year of the 3-5 year District Improvement Plan. The HMS School Improvement Plan and daily operations supported the District Improvement Plan. In 2017-18, the district plans to set a new 3-5 year Improvement Plan. Below are the goals for the 2017-2018 year:

District Target Goal 1: Community of Opportunity- Parents, students, and community have broader expectations for student success: HMS has focused on providing an opportunity for all students to grow in the area of character education. Our district partnered with Dr. McEvoy to provide staff, student and parent training on properly identifying and building resilience toward mean and bullying behavior. We believe this will help provide an opportunity for all students to learn in a safe and caring environment.

District Target Goal 2: Making Learning Relevant to All- All students are invested in and connected to their learning: The HMS 2017-18 Improvement Goals focused on identification of a common writing program that will improve the quality of all student writing. Initial surveys were sent out. Data suggests we will

be coming together as a staff to prescribe a writing program for the 18-19 year. Another change for the students at Hopkins Middle School is the addition of another exploratory class. In this schedule, students will receive instruction in 5 core areas, and have room for two exploratory classes each day. The five cores include, ELA, Math, Social Studies, Science, and a rotation of PE and technology. The electives include experiences within the major core areas as well as Band, Choir and Art classes.

District Target Goal 3: Relevant Individual Growth Plan-All students are motivated, confident, and capable learners: HMS focused on providing appropriate and relevant classes and instruction for a well rounded experience. HMS implements Positive Behavior Supports by following the "ROAD" to reward students for representing themselves academically and as citizens. Relevance is infused in Core and Exploratory classes and there is comprehensive 8th grade planning for high school transition. There is also an extensive Career Day, all 8th grade students get to experience. This helps point them towards individual careers and gets students to start planning their HS classes. HMS works diligently to allocate resources so that all students have a well rounded growth plan through their middle school years.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

This section does not apply to HMS as we are not a specialized school.

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

To access a copy of our HMS curriculum with links to State and National Standards visit:

<http://www.hpsvikings.org/our-schools/hms/courses-and-curriculum/>

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

The 2017-18 M-STEP test was the third year of comparable data on this test. There was a change in how the test was designed from 2014-15 to 2016-17. Although the test has seen some changes, Hopkins Middle School is performing near the "middle of the pack" in Allegan county schools, and consistently at or just above the state average on these types of high stakes tests. As of 2017-18, the Science version of the test was moved to eighth grade. This was a pilot year so the data is unavailable. The results from the tests can be seen below. More information on school results can be found at mischooldata.org. If you are interested in having a more in-depth discussion about Hopkins Middle School results on high stakes tests, please call and set an appointment.

M-STEP Results Percent Proficient or above	6th Grade				7th Grade				8th Grade			
	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18	2014-15	2015-16	2016-17	2017-18
ELA	48.7	47.7	39.2	39.3	56.1	39.9	38.6	39.9	67	40	38.3	28.6
Math	55.7	40.6	56.2	46.7	34.1	45.8	32.5	51.6	43.4	41.5	41.6	37.2
Science					6.1	14.4	13.6					N/A
Social Studies									34.9	25.6	32.5	27.1

Students in eighth grade also took the PSAT 8/9. This is a predictive test for students and if parents create an account with Kahn Academy at khanacademy.org, they will be able to receive guided practice for improvement by the time they take the SAT in 11th grade. In 2017-18 our results in ELA came in just below our three-year running average of 68.2. Our results in Math were three points higher than our three-year running average of 52.8 The state has made the PSAT 8/9 a required test for the 2018-19 school year and replaces the Math and ELA portion of the 8th grade MSTEP. The results from the PSAT 8/9 are below:

PSAT 8/9 Percent at or above "proficient"	ELA	Math
2015-2016	61.6	43.2
2016-2017	75.8	60.3
2017-2018	67.2	55

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

% of students represented at PTC	Fall Count	Fall	Winter Count	Winter	Spring Count	Spring
2013-2014	202	56%	148	41%	106	30%
2014-2015	224	63%	163	46%	153	43%
2015-2016	181	48%	144	38%	90	24%
2016-17	data unavailable		135	36%	data unavailable	
2017-2018	206	50%	189	46%	104	25%

In closing, the education of your student is of the utmost importance to all who serve the community at Hopkins Middle School. Documents such as this can be a helpful tool to better understand the process educators go through to identify strengths and concerns and make the necessary adjustments to improve student

achievement. Keeping the basics of reading, writing, and problem solving at the center of our educational philosophy will help students succeed far into the future. Additionally, our students have seen an increase in the amount time spent in the arts and in exploratory classes which can help them begin formulating a plan for high school classes and beyond! Having school improvement plans and the data to back them up are important to the process, however, success at Hopkins Middle School is mostly due to the dedication of all the teachers and staff members that go above and beyond each day to work with students. This dedication, as well as the support received from parents, guardians, and community members, complement each other to make Hopkins Middle School a great place to be!

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Stockwell". The signature is fluid and cursive, with the first name "Scott" and last name "Stockwell" clearly distinguishable.

Scott Stockwell
Principal
Hopkins Middle School