



# Hopkins Public Schools

*“Committed to Quality Education for our Children’s Future”*

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

January 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for Hopkins High School (heavy affected with Covid 19 shutdown). 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 following web site <https://bit.ly/2KEJuHc>, or you may review a copy in the main office at your child’s school.

For the 2019-20 school year, the intent was that schools would be identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

There were no labels assigned after the 2019-20 school year- Hopkins High School did not receive a label as indicated in the previous paragraph.

To plan forward and determine Hopkins High School’s key challenges for growth we gather to analyze data through the District Strategic Planning Committee. We evaluate data and set the course for our current improvement plans based on the needs of our students. Our building team decided to continue our 2019-20 goals for the next school year 2020-2021. Our school improvement goals will concentrate on improving a safe environment for students- physically, emotionally and academically. These safety assurances will allow us to continue our focus on academic achievement in ELA and Math from previous School Improvement Plans.

In addition to fine tuning our school improvement goals State law requires that we also report additional information to you our stakeholders.

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 142<sup>nd</sup> Avenue  
Dorr, MI 49323  
(616) 681-9189

- PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

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. Students advance grade levels through earning credits towards graduation.

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

The 2019-20 school year was the second year of the five year District Strategic Plan. The HHS School improvement Plan and daily operations support the District Strategic Plan. The School Improvement Plan addresses and compliments the District's Strategic Focus Areas.

#### District Strategic Focus Areas

- Academics
- Safety/Security
- Finance/Operations
- Communications
- Facilities

District Target 1: Academics- All students are invested in and connected to their learning. The HHS 2019-20 Improvement Goals highlighted keeping students academically safe. This goal tied back to previous goals to improving writing, applying reading strategies for comprehension, and focusing on problem solving. The focus was remediating students who had academic gaps in their education. We addressed these with targeted remediation sessions and the introduction of Homeroom. The targeted remediation sessions were delivered via online prescriptive assignments and assessments. Homeroom was a holistic approach to finding time for students and teachers to specifically address a need during the school day. We have 4 half hour Homeroom sessions a week. We are very proud of the support systems we created and will continue to fine tune their processes. These processes were challenged with the closing of schools on March 13, 2020. Our return to remote learning on April 10, 2020 allowed us to conclude the academic school year a situation that was less than our original intent.

District Targets 2,4,5: Safety/Security, Communications, Facilities- All students are safe and secure at school. The HHS School Improvement focus is aimed at the social-emotional well-being of our students. In this past year the following safeguards have been put in place to assist a student to feel seen, respected and heard: our "Culture of Value" and setting expectations, Homeroom- which gives the student a place to go all three trimesters supported by an adult, and the counselor hosted groups sessions for addressing emotional issues. We also used grant money to begin addressing the most intense social/emotional needs for students through an outside counselor. At HHS we annually evaluate how we assist students and align resources accordingly- the shutdown brought us a whole other set of needs.

- 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 HHS curriculum with links to State and National Standards visit: <http://www.hpsvikings.org/wp-content/uploads/Hopkins-High-School-curricular-standards.pdf>

- THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR NATIONALLY NORMED ACHIEVEMENT TESTS

The 2018-19 the Scholastic Aptitude Test (SAT) has been utilized for four years in the State of Michigan. This test is taken by all Juniors. Below is a chart describing how the Class of 2020 SAT college ready scores compared to the previous graduating classes and their college readiness scores.

	2017-2018	2018-2019	2019-2020		
	Class of 2019 (SAT)	Class of 2020 (SAT)	Class of 2021 (SAT)	Three Year Average	Increase/Decrease compared to Three Year Average
Mathematics	50%	46%	n/a	2 yr= 48% + n/a	n/a
ELA	69%	58%	n/a	2 yr=63.5% + n/a	n/a
Composite	47%	39%	n/a	2 yr=43% + n/a	n/a

\*Spring/Fall Data not available due to COVID (not every student chose to test)

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

	Fall Att.	Fall	Winter Att.	Winter	Spring Att.	Spring
2017-18	162	31%	161	31%	107	21%
2018-19	153	29%	105	20%	109	21%
2019-2020	168	32%	139	27%	n/a	COVID

- HOPKINS HIGH SCHOOLS: MUST ALSO REPORT ON THE FOLLOWING:
  - THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
    - 2017-2018= 56 students or 11.4% of our population
    - 2018-2019= 67 students or 12.9% of our population
    - 2019-2020= 61 students or 11.6% of our population

- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED-Advanced Placement (AP)
  - 2017-2018= 8 AP Courses offered: English Literature, English Language and Composition, Calculus, Chemistry, Spanish, History, Biology, Government.
  - 2018-2019=8 AP Courses offered: English Literature, English, Language and Composition, Calculus, Physics, Spanish, History, Biology, Government.
  - 2019-2020= 8 AP Courses offered: English Literature, English Language and Composition, Calculus, Chemistry, Spanish, Biology, Government.
  
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)
  - 2017-2018= 81 students or 16.5% of our population
  - 2018-2019= 88 students or 17.7% of our population
  - 2019-2020= 56 students or 10.6% of our population
  
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
  - 2017-2018= 29 students received a score leading to college credit of 55 participants tested. 52.7%
  - 2018-2019= 29 students received a score leading to college credit of 75 participants tested. 38.5%
  - 2019-2020= 30 students received a score leading to college credit of 56 participants tested. 53.4%

I hope this document has given you a better understanding of the goals and aspirations we have for our students. In closing, we will always seek to improve and understand we have much to do with the interruption of the school year ... Hopkins High School is a great school because of the students we have, the support we receive from parents and community, and the excellent teachers we have. I thank you!

Yours in Education,



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