



# Hopkins Public Schools

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

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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 2018-19 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 following web site <http://bit.ly/2FiMDpl>, or you may review a copy in the main office at your child’s school.

For the 2018-19 school year, schools were 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.

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 was able to create goals for the next school year 2019-2020. Our school improvement goals in 2018-2019 concentrated on creating a safe environment for students- physically, emotionally and academically. These safety assurances 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.

- 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 2018-19 school year was the 1<sup>st</sup> year of the 5 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 2018-19 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.

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: introduction of a 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 began groups sessions for addressing emotional issues. At HHS we annually evaluate how we assist students and align resources accordingly.

- 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.

	2016-2017	2017-2018	2018-2019		
	Class of 2018 (SAT)	Class of 2019 (SAT)	Class of 2020 (SAT)	Three Year Average	Increase/Decrease compared to Three Year Average
Mathematics	50%	50%	46%	48.67%	decrease
ELA	67%	69%	58%	64.67%	decrease
Composite	47%	47%	39%	44.33%	decrease

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

	Fall Att.	Fall	Winter Att.	Winter	Spring Att.	Spring
2016-17	160	31%	170	33%	108	21%
2017-18	162	31%	161	31%	107	21%
2018-19	153	29%	105	20%	109	21%

- HOPKINS HIGH SCHOOLS: MUST ALSO REPORT ON THE FOLLOWING:

- THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
  - 2016-2017= 70 students or 13.6% of our population
  - 2017-2018= 56 students or 11.4% of our population
  - 2018-2019= 67 students or 12.9% of our population
- THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED-Advanced Placement (AP)
  - 2016-2017=8 AP Courses offered: English Literature, English, Language and Composition, Calculus, Physics, Spanish, History, Biology, Government.
  - 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.
  
- THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)
  - 2016-2017= 78 students or 15.2% of our population
  - 2017-2018= 81 students or 16.5% of our population
  - 2018-2019= 88 students or 17.7% of our population
  
- THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
  - 2016-2017= 41 students received a score leading to college credit of 59 participants tested. 69.5%
  - 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%

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... 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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