



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

January 6, 2020

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 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.

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.

Our school was identified as "Has not been given a label".

MISCHOOLODATA.ORG

For the 2018-19 year, the state has updated the 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 is 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.

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

Our rating in each category is as follows:

School Quality and Student Success Index: 89.70

Growth Index: 73.94

Proficiency Index: 81.61

Overall Index: 80.20 (up 20%!)

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.

BUILDING GOALS

In 2018-2019 the building goals for Hopkins Middle School centered on improving student writing in the area of Informational Writing across the curriculum and increasing the amount of support for struggling students through the use of a Multi-Tiered-System of Success (MTSS). The following document is a summary of both the District and the Building Goals.

In order to accomplish Hopkins Middle School's Improvement Goals for 2019-2020... all teachers are working on a building improvement goal and an individualized goal from The Thoughtful Classroom Teacher Effectiveness Framework.

<p align="center">District's Target Goals (3-5yr)</p> <p><u>Academics</u> Goal Statement: We will provide an excellent education that maximizes opportunities for all students.</p> <p><u>Safety/Security</u> Goal Statement: We will ensure the highest level of physical and emotional safety for all.</p> <p><u>Finance/Operations</u> Goal Statement: We will maintain financial stability</p> <p><u>Communications</u> Goal Statement: We will engage in effective internal and external communication</p> <p><u>Facilities</u> Goal Statement: We will provide excellent facilities that allow for creativity and academic rigor</p>	<p align="center">Hopkins Middle School Improvement Goals 2019-20</p> <ol style="list-style-type: none"> Hopkins Middle School will improve student writing in the area of Informational Writing across the curriculum. Hopkins Middle School will increase the amount of support for struggling students through a Multi-Tiered-System of Success (MTSS) <p>In order to develop a meaningful writing goal, the MS ELA department will be asked to look at past data and develop strategies for all teachers to use across the curriculum.</p>
<p align="center">District-Wide Strategic Plan Summary</p> <p><u>Mission:</u> Partnering with a supportive community to empower students by giving them the knowledge and skills necessary to contribute in caring and thriving communities.</p> <p><u>Vision:</u> Cultivating lifelong learners who contribute to a global community</p> <p><u>Belief Statements:</u> We believe....</p> <ul style="list-style-type: none"> Students deserve a safe learning environment. Education is a shared responsibility. Critical thinking, problem solving, and adaptive skills are needed for our ever changing environment. Students learn best when actively engaged. District success is built on a culture of collaboration. Short-term and long-term impact should be considered in decision making. Acceptance, tolerance and respect are essential. 	<p align="center">Building Strategies The How</p> <p>Goal 1: Writing</p> <ol style="list-style-type: none"> One informational writing assignment in every classroom by the end of Tri 1 A second informational writing assignment in every classroom by the end of the school year Collect data in each of the common rubric categories from each teacher for each assignment throughout the year Meet twice as an ELA department to go over the data and assess our progress on this goal End the year by sharing data with staff and set a new achievement goal based on these numbers <p>Goal 2: Support for Struggling Students (MTSS)</p> <ol style="list-style-type: none"> Continue our READ LIVE subscription. This is a program lead by Mrs. Schoonveld that progress monitors and provides remediation in reading comprehension and fluency. Limit the number of students enrolled in the Student Success Class. This will allow Mrs. Dykstra to provide more individualized instruction for students who have demonstrated a deficiency in one or more areas. Identify struggling students through the use of the nationally normed NWEA test. We will use this benchmark test to monitor our student's growth in the fall, winter, and spring. Implement a 1-HR RTI schedule to be run every other Thursday. This will allow teachers to pull small groups of students who have demonstrated a lack of understanding for small group remediation. Form a team comprised of one representative from each grade level team of teachers and an administrator and send them to the RTI AT Work conference in Grand Rapids.

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

In 2018-19, the district set a new 3-5 year Improvement Plan. The HMS School Improvement Plan and daily operations supported the District Improvement Plan. Above are the key points from the new 3 – 5 year District Improvement plan.

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 2018-19 M-STEP test was the fourth 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 consistently at or just above the state average on this type of high stakes test. The results from the test 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				
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	18-19
ELA	48.7	47.7	39.2	39.3	38.3	56.1	39.9	38.6	39.9	45.1	67	40	38.3	28.6	67.4 **
Math	55.7	40.6	56.2	46.7	48.1	34.1	45.8	32.5	51.6	38.1	43.4	41.5	41.6	37.2	53.4 **
Science						6.1	14.4	13.6						N/A	N/A
Social Studies											34.9	25.6	32.5	27.1	31.7

**Represents scores from the PSAT as it replaced the MSTEP in 8th-grade.

Students in eighth grade took the PSAT 8/9 instead of the MSTEP. In 2018-19 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
2018-2019	67.4	53.4

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
2013-14	202	56%	148	41%	106	30%
2014-15	224	63%	163	46%	153	43%
2015-16	181	48%	144	38%	90	24%
2016-17	data unavailable		135	36%	data unavailable	
2017-18	206	50%	189	46%	104	25%
2018-19	223	54%	182	44%	104	25%

In closing, the education of your student is of the utmost importance 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, we are proud to offer a variety of experiences 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