



# 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](http://www.hpsvikings.org)

January 30, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the 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 Ken Szczepanski for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/xxm6Bk>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, The State of Michigan did not name new Priority or Focus schools. Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. Hopkins High School has not been given one of these labels.

In an effort to plan forward and determine Hopkins High School's key challenges for growth we hold an annual district wide Data Day. During this Data Day representatives from our building and others come together to evaluate the effectiveness of current improvement plans and to determine the needs of our students based on available data. Our building team consistently focuses on our existing goals to build on for the next school year. Our school improvement goals are centered on improving of the three foundational skills of writing, reading comprehension and problem solving. In addition to scholastic goals it was determined to accelerate our annual focus on improving building culture.

In addition to fine tuning our school improvement goals, the State law requires that we also report this specific 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 2015-16 school year was the 5th year of the 3-5 year District Improvement Plan. The HHS School improvement Plan and daily operations support the District Improvement Plan.

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

District Target Goal 1: Community of Opportunity- Parents, students, and community have broader expectations for student success: HHS has focused on a district strategy by increasing two-way communication. To do this we utilized our available resources by making improvements on newsletters, instant messaging, website navigation, the frequency of Facebook posts and having multiple layers of academic advising sessions for students.

District Target Goal 2: Making Learning Relevant to All- All students are invested in and connected to their learning: The HHS 2015-16 Improvement Goals highlighted improving writing, applying reading strategies for comprehension, and focusing on problem solving which allowed educators to making relevant connections for the students. Teachers delivered lessons that increased relevance by including career connections, community resources, or student interest. We monitored this effort through the teacher evaluation process, perception surveys and student achievement on the ACT test. We also implemented the concepts of Common Core State Standards (CCSS) in ELA and Math extending thinking opportunities and production within student work.

District Target Goal 3: Relevant Individual Growth Plan-All students are motivated, confident, and capable learners: HHS focused on providing appropriate and relevant classes. At HHS we annually evaluate offerings and assist students by offering a number of classes based on students interest and needs. We focus on college or career readiness 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 2015-16 school year was one of transition in the State of Michigan. The Scholastic Aptitude Test (SAT) replaced the ACT. Below is a chart describing how the Class of 2017 SAT college ready scores compared to a three year average of the previous graduating classes and their college ready scores on the ACT.

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

	2012-2013	2013-2014	2014-2015	2015-2016		
	Class of 2014 (ACT)	Class of 2015 (ACT)	Class of 2016 (ACT)	3 Year Average	Class of 2017 (SAT)	Increase/ Decrease
Mathematics	53.1%	41.9%	44.0%	46.3%	46.80%	Increase
ELA *	76.9%	70.1%	63.3%	70.1%	63.50%	Decrease
Composite	32.10%	22.10%	25.90%	26.7%	44.40%	Increase

\* - Evidence-Based Reading and Writing on SAT starting in 2015-2016 school year

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

	Fall Att.	Fall	Winter Att.	Winter	Spring Att.	Spring
2013-14	221	42%	149	34%	110	21%
2014-15	219	41%	147	29%	146	29%
2015-16	219	48%	112	23%	140	29%

- HOPKINS HIGH SCHOOLS: MUST ALSO REPORT ON THE FOLLOWING:
  - THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)
    - 2013-2014= 5 students or 1% of our population
    - 2014-2015= 54 students or 10.7% of our population
    - 2015-2016= 54 students or 11.2% of our population
  - THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED-Advanced Placement (AP)
    - 2013-2014 = 8 AP Courses offered: English Literature, English Language and Composition, Calculus, Physics, Chemistry, Spanish, History, Biology.
    - 2014-2015 = 7 AP Courses offered: English Literature, English, Language and Composition, Calculus, Physics, Spanish, History, Biology.
    - 2015-2016= 7 AP Courses offered: English Literature, English Language and Composition, Calculus, Chemistry, Spanish, History, Biology
  - THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP)
    - 2013-2014= 79 students or 15.3% of our population
    - 2014-2015= 99 students or 19.6% of our population
    - 2015-2016= 88 students or 17.7% of our population
  - THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT
    - 2013-2014= 49 students received a score leading to college credit of 78 participants tested. 62.8%
    - 2014-2015= 44 students received a score leading to college credit of 77 participants tested. 57.1%
    - 2015-2016= 28 students received a score leading to college credit of 743 participants tested. 65.1%

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... but let's remember that Hopkins High School is a great school. Our strength exists 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,

Ken Szczepanski  
Principal