



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 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 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 <https://goo.gl/oSU0Qp>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named by the State of Michigan. New 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. In these cases no label is given. Hopkins Middle School was not identified for any of the labels above.

Each year Hopkins Middle School will set "school improvement goals" that will increase the academic achievement of our students. Over the years, we have put our focus on improving the reading, writing, and problem solving or critical thinking skills for all of our students. Our students are exposed to a variety of reading materials including both fiction and informational. Students are taught to include evidence or specific examples that support claims or findings in both technical and recreational writing. Problem solving exists for students through various product based projects throughout the year. All students are screened for basic math and reading skills and those who need it are given intensive intervention to help bridge any learning gaps that are present.

In addition to reporting our school improvement goals, the State law requires that we also report this specific 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 142nd Avenue
Dorr, MI 49323
(616) 681-9189

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 2015-16 school year was the 5th year of the 3-5 year District Improvement Plan. The HMS School Improvement Plan and daily operations support the District Improvement Plan.

District Target Goal 1: Community of Opportunity- Parents, students, and community have broader expectations for student success: HMS 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 and behavioral advising sessions for students.

District Target Goal 2: Making Learning Relevant to All- All students are invested in and connected to their learning: The HMS 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 and counselors 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 classroom assessments. 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: HMS focused on providing appropriate and relevant classes and instruction for a well rounded experience. HMS has also shifted to a FLEX hour which allows staff time to identify student needs and the flexibility to schedule time for remediation on a daily basis. 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 FLEX classes and there is comprehensive 8th grade planning for high school transition. 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 2015-16 school year was yet another of great change for education in the State of Michigan. It was the second year of the Michigan State Test for Educational Progress (M-Step) which replaced the former MEAP test; however, due to changing legislation and test design, this year’s M-STEP was so different from the previous that it was recommended to use this as a new base-line for comparison in the future. The results from both tests can be seen below. More information on school results can be found at mischooldata.org.

M-STEP Results Percent Proficient or above	6th Grade		7th Grade		8th Grade	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
ELA	48.7	47.7	56.1	39.9	67	40
Math	55.7	40.6	34.1	45.8	43.4	41.5
Science			6.1	14.4		
Social Studies					34.9	25.6

Also, with the State change to the Scholastic Aptitude Test (SAT) in 11th grade it was determined there was no reason to introduce the 8th grade students to the American College Test (ACT) EPLORÉ because we were moving away from that suite of testing. Instead, students 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. The results from the PSAT 8/9 are below:

PSAT 8/9 Percent at or above "proficient"	ELA	Math
	61.6	43.2

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

	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%

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. 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, compliment each other to make Hopkins Middle School a great place to be!

Sincerely,

Scott Stockwell
Principal
Hopkins Middle School