

Accountability Report

Issued 2020–21

Hopkins Elementary School

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Local school improvement connected to district’s strategic direction

Gwinnett County Public Schools’ accountability system for improving schools is called the Results-Based Evaluation System (RBES). RBES fairly and systematically measures a school’s progress, providing a process that clearly communicates expectations; reviews, monitors, and supports school performance; and evaluates that performance. With a waiver from federal requirements during the COVID-19 pandemic, the Georgia Department of Education did not administer state tests in the spring or produce related reports on school effectiveness. This abbreviated report reflects available achievement data from the 2019–20 school year. Using local data, school

administrators, teachers, and parent advisory groups developed this year’s Local School Plans for Improvement (LSPI) which outline our improvement goals and guide the work we will do throughout the 2020–21 school year to support student learning. These improvement plans are connected to the school district’s strategic direction and our core business of teaching and learning. Find our school’s LSPI on the website. The Hopkins school council and school leaders collaborated on the highlights in this accountability report, which also serves as the school’s annual report. **Please review this report to learn more about our improvement efforts and progress.**

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2019–20 Results: Norm-referenced Assessments: The Iowa Assessments

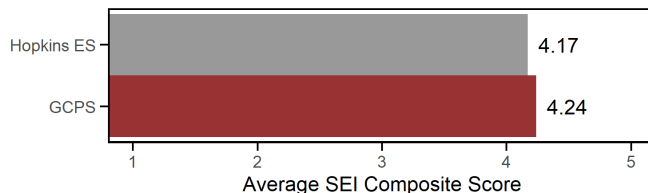
The Iowa Assessments measure a student’s progress in key academic areas and allow for a comparison of their performance to that of students across the U.S. This nationally norm-referenced test was administered in Gwinnett in grades 2 and 5 in 2019–20. Results from the fall administration help identify students’ areas of academic strength as well as areas that need improvement. Teachers and schools use these results during the school year to inform instruction and monitor growth.

Core Composite results reflect overall performance on tests covering a variety of skill areas, including reading, spelling and other language arts conventions, vocabulary, and mathematics, including computation. Scores are expressed as a national percentile rank (NPR), with an NPR of 50 marking typical achievement on the Iowa Assessments. For example, a Core Composite NPR of 60 indicates that students at a school, on average, scored as well as or better than students at 60% of U.S. schools on the test. Hopkins’s 2020 NPR for 2nd graders taking the Iowa Assessments is 35, compared to the overall GCPS NPR of 60. For 2020, the Hopkins’s NPR for 5th graders is 28.2, compared to the overall GCPS NPR of 48.6.

2019–20 Student Engagement

The Student Engagement Instrument (SEI) is a survey used to measure how engaged students are at school and with learning. When taking the SEI, students respond to items that cover a variety of topics related to their engagement in their education, including the level of support they receive from teachers, peers, and family, as well as their perceptions of school work and future educational goals. We measure student engagement at GCPS because it is related to important outcomes such as on-time graduation and postsecondary success. The bar graph below shows the average SEI Composite Score— a summary of a student’s responses across all items on the SEI— for Hopkins Elementary School compared with an average of results for all GCPS elementary schools.

The Composite Score can range from 1.0 to 5.0, with higher scores reflecting stronger student engagement. This chart shows that the average Student Engagement Instrument Composite Score for Hopkins ES in 2019–20 was 4.17, compared to the GCPS elementary school average of 4.24.

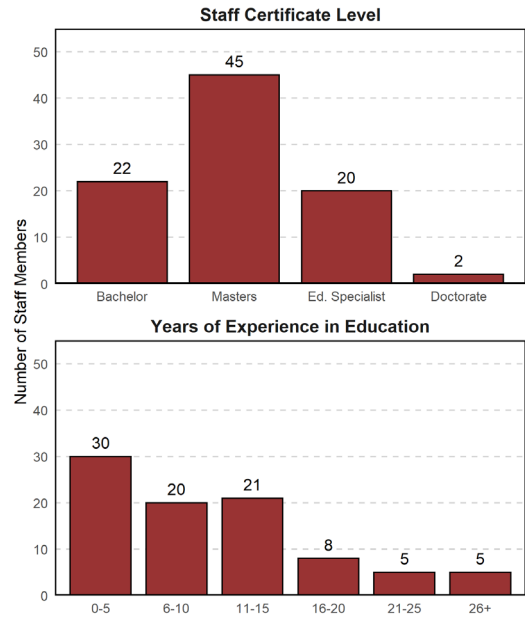


Hopkins Elementary School

Other 2019–20 Highlights...

- Hopkins Elementary collaborated with Horace Mann to promote attendance and provide a bike giveaway.
- The Berkmar Cluster hosted a clusterwide School Council Meeting at Berkmar High School that brought together all council members and highlighted the great programs in our schools.
- The Hopkins Elementary staff was featured on Fox 5 news for promoting positivity in the community by dressing up as superheroes during lunch deliveries to students.
- Hopkins Elementary students participated in the Lilburn Christmas Parade and showcased Hispanic cultural attire to the community.
- Hopkins collaborated with the Lilburn Women’s Club and Toys for Tots to provide gifts for students.
- Hopkins hosted Grits with Grandparents to build family partnerships in the building.
- Hopkins students were able to participate in a virtual science lesson with Fox 5 Meteorologist Ryan Beesly.
- Award-winning author and storyteller Carmen Agra Deedy visited the school. Harnessing her Cuban heritage, Ms. Deedy delighted students with her dynamic ability to bring stories to life.
- Hopkins received a STEM Summer Camp grant for students.
- Hopkins students participated in International Night at which parents were able to share traditional cultural dishes and dances from the community. Students participated in activities that showcased the diversity of our student population.
- Hundreds of parents and students attended the annual Hopkins HalloRead and Math Munchies event, celebrating fun and learning with literacy and math activities. All participating students received free books and math materials to use at home with their families.
- Hopkins Elementary checked out almost 100 devices for students to use during digital learning.
- Hopkins personnel provided hundreds of meals to students in the Berkmar Cluster community.
- Hopkins staff paraded in a caravan through neighborhoods to celebrate and uplift students at the end of the school year.

2019–20 Staff Data



Student Data (2017–18 to 2019–20)

| | School Year | | |
|--|-------------|-------|-------|
| | 17–18 | 18–19 | 19–20 |
| Enrollment | 1256 | 1216 | 1138 |
| +American Indian/Alaskan Native* | 0% | 0% | 0% |
| +Asian* | 4% | 5% | 6% |
| +Black/African American* | 17% | 14% | 13% |
| +Hispanic or Latino, <i>any race</i> | 74% | 75% | 77% |
| +Multiracial, <i>two or more races</i> * | 2% | 2% | 1% |
| +Native Hawaiian/Pacific Islander* | 0% | 0% | 0% |
| +White* | 4% | 3% | 3% |
| Special Education | 11% | 10% | 9% |
| English Learner** | 66% | 68% | 70% |
| Gifted Eligible | 4% | 2% | 4% |
| Free/Reduced Lunch | 90% | 90% | 88% |
| Average Attendance*** | 96% | 95% | 96% |

*Not Hispanic or Latino

**Since 2017–18, the category for English Learners has reflected both students who qualify for services and those being monitored.

***Based on in-school attendance through March 12, 2020. Students participated in online learning from March 16 to May 20.

School Safety Perceptions

Based on responses from those with an opinion who responded to the 2019–20 RBES Perception Survey...

- 85.7% of students agreed or strongly agreed that they felt safe at Hopkins Elementary.
- 98.4% of parents agreed or strongly agreed that their child’s school was safe.

The mission of Gwinnett County Public Schools is to pursue excellence in academic knowledge, skills, and behavior for each student, resulting in measured improvement against local, national, and world-class standards.

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