


2021-2022 State of the School Report

Hopewell High School	
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Principal Name	Tracey Pickard
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I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	44.4	29.4	46.2	69.2	14.3	22.5
	CCR	38.8	24.3	41.0	62.5	7.1	15.0
English II	GLP	57.4	45.3	54.5	78.5	<5	19.5
	CCR	32.3	21.4	28.8	52.3	<5	<5
Math I	GLP	16.6	10.9	15.9	28.8	<5	8.2
	CCR	<5	<5	<5	5.8	<5	<5
Math III	GLP	57.6	46.9	45.7	77.7	38.9	20.0
	CCR	37.6	25.8	27.1	55.4	22.2	5.0

School	GLP	46.6	34.7	41.2	69.8	13.0	16.0
	CCR	30.2	19.3	25.6	50.6	7.2	6.2

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	52.4	34.7	48.5	69.2	8.3	5.6

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	86.6	85.3	78.8	93.8	66.7	59.3

EOC School Composite 2020-21	46.6
School Letter Grade*	C

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

100% of Hopewell High School students will graduate with their cohort with a plan for post-high school career and college options. School Counselors meet with students on a semester basis to review courses and academic progress and assist students in creating an Academic Planning Portfolio.

All Hopewell High School sub-groups will show an increase of 5% growth for Career and College Readiness (CCR). This will apply to Math 1, Math 3, Biology, English 2 during the 2021-2022 school year.

During the 2021-2022 school year 100% of students will participate in weekly 7 Mindsets social emotional learning lessons.

III. CHIEF CHALLENGES

- Our chief challenge is keeping students focused on the work of learning.
- Student absences and lack of intentionality with completing work.
- Staff vacancy: unable to fill a key math position to provide consistent on-going instruction.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Our high leverage strategy is to primarily loop students based on data (grades and attendance) to Extended Day and Tutorials for one-on-one intervention. Restructuring PLC focuses on being more intentional on "what students are not learning" and "what will we do" when they are not learning. Our Behavioral Support Team recently created an intervention academic group to help students through direct instruction and support.