Esek Hopkins Middle School
Information Works! School Year 2001-2002

Percentage of eligible students at each performance level on the middle school assessments

1. Achieved the Standard
2. Achieved the Standard with Honors
3. Nearly Achieved the Standard
4. Below the Standard
5. Little Evidence of Achievement
6. No Score

Indicates the percent of all students who met or exceeded the standard (including LEP Level I and those eligible for Alternate Assessment)

Percentage of eligible students in this school who met or exceeded the standard compared to the percentage of similar students statewide

<table>
<thead>
<tr>
<th>Student eligibility for subsidized lunch programs</th>
<th>Students from various ethnic backgrounds</th>
<th>Students receiving ESL or bilingual education</th>
<th>Students receiving special education services</th>
<th>Highest level of parents’ education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Eligible</td>
<td>White</td>
<td>Non-Recipient</td>
<td>Non-Recipient</td>
<td>Did not finish high school</td>
</tr>
<tr>
<td>Eligible for Free or Reduced Lunch</td>
<td>Black</td>
<td>ESL</td>
<td>ESL</td>
<td>Graduated from high school</td>
</tr>
<tr>
<td></td>
<td>Hispanic</td>
<td>Bilingual</td>
<td>Bilingual</td>
<td>Some education after high school</td>
</tr>
<tr>
<td></td>
<td>Asian/Pacific Islander</td>
<td>Native American</td>
<td>Native American</td>
<td>Graduated from college</td>
</tr>
<tr>
<td></td>
<td>Native American</td>
<td></td>
<td></td>
<td>Don’t know</td>
</tr>
</tbody>
</table>

88% Not Eligible
12% Eligible for Free or Reduced Lunch
46% White
1% Black
4% Hispanic
23% Native American

Achievement over the past three years*

- Percent of students meeting the standard
- Percent of students not meeting the standard
- Fewer than 10 test-takers
- No test-takers


Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).

High Performing Schools: 50% or more students performing proficiently
Low Performing Schools: 33% or more students performing in lowest categories
Moderately Performing Schools: All others

Between academic years 1998 and 2002, improving schools increased the percentage of students reaching proficiency by at least 3% (look at purple diamonds in charts below to determine an increase) and decreased the percentage of students in the three lowest categories by at least 3% (look at black circles in charts below to determine a decrease).
### Suspensions

<table>
<thead>
<tr>
<th>Infraction</th>
<th>Out-of-School Suspensions</th>
<th>In-School Suspensions</th>
<th>Alternate Programs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol</td>
<td>8</td>
<td>1</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Arson</td>
<td>2</td>
<td>1</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Assault of Student</td>
<td>16</td>
<td>7</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Assault of Teacher</td>
<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Attendance-Cut/Skipped Class</td>
<td>12</td>
<td>30</td>
<td></td>
<td>42</td>
</tr>
<tr>
<td>Attendance-Cut/Skipped Detention</td>
<td>-</td>
<td>-</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Attendance-Left School Grounds</td>
<td>30</td>
<td>5</td>
<td>-</td>
<td>35</td>
</tr>
<tr>
<td>Attendance-Truant</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Breaking &amp; Entering</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Communication/Electronic Devices</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Controlled Substances-Possession or Under Influence</td>
<td>4</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Controlled Substances-Possession with Intent to Sell</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Controlled Substances-Sale of</td>
<td>1</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Disorderly Conduct</td>
<td>144</td>
<td>74</td>
<td>-</td>
<td>218</td>
</tr>
<tr>
<td>Extortion</td>
<td>1</td>
<td>-</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Fighting</td>
<td>36</td>
<td>3</td>
<td>-</td>
<td>39</td>
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<tr>
<td>Fire Regulations Violation</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Forgery</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gambling</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Gang Activity</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Harassment-Sexual</td>
<td>4</td>
<td>2</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Harassment-Stalking</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Harassment-Verbal/Physical</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Hate Crimes</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hazing</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Insolence/Disrespect</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>Insolence/Disrespect</td>
<td>3</td>
<td>1</td>
<td>-</td>
<td>4</td>
</tr>
<tr>
<td>Kidnapping/Abduction</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Larceny</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Obscene/Abusive Language toward Student</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Obscene/Abusive Language toward Teacher</td>
<td>8</td>
<td>3</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td>Theft/Intimidation</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Tobacco-Possession or Use</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trespassing</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Unauthorized Use of Computers or Other Technology</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Vandalism</td>
<td>5</td>
<td>1</td>
<td>-</td>
<td>6</td>
</tr>
<tr>
<td>Weapon Possession</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Other Infractions</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Reason for suspension not reported</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>314</strong></td>
<td><strong>140</strong></td>
<td><strong>-</strong></td>
<td><strong>454</strong></td>
</tr>
</tbody>
</table>

Please note: The number indicates the number of incidents, not the number of days or students suspended.

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### Selected school indicators

<table>
<thead>
<tr>
<th>Selected school indicators</th>
<th>This school</th>
<th>This district</th>
<th>The state</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teacher Attendance (%)</td>
<td>99</td>
<td>98</td>
<td>97</td>
</tr>
<tr>
<td>2. Grievances</td>
<td>9</td>
<td>131</td>
<td>384</td>
</tr>
</tbody>
</table>