Memorandum

To: ESAC Members

From: Diane Schimelpfenig, Ed.D.

Date: March 3, 2014

Re: March 10 ESAC Agenda

1. Approval of February ESAC minutes

2. Member reports

3. Foreign Language in the Elementary Schools (FLES) Update – Greta Evans-Becker, Meadowbrook principal; Lisa Sohn, World Language Coordinator, Diane Schimelpfenig

4. Common Core English Language Arts Overview – Ann Brustuen, Secondary Literacy Coordinator; Bonnie Hild, Elementary Reading Coordinator; Teresa Van Batavia, Elementary Language Arts Coordinator; Becky Allan, Staff Development Coordinator

5. Visual Arts Review – Phase III Written report
Report to the School Board

Foreign Language in the Elementary School (FLES) Update
March 6, 2014
Lisa Sohn, World Language Coordinator, Greta Evans-Becker, Ed.D., Meadowbrook principal, Diane Schimelpfenig, Ed.D., Director of Teaching and Learning

Overview
We recognize that World Language competency, along with global understanding, will be required of our youngest learners as they progress through their elementary and secondary experiences into college and careers.

Our elementary Spanish program in both Kindergarten and Grade 1 has gotten off to an outstanding start during the 2013-2014 school year! Each of those grade levels receives Spanish instruction three times each week. The reception of our students, teachers, and families has been overwhelmingly positive!

Primary Issues to Consider
• Spanish program goals
• Spanish curriculum and assessment
• Spanish and classroom teacher collaboration
• Communication
• Next steps

Supporting Documents
The full report begins on the next page.
• Elementary Spanish fact sheet
Foreign Language in the Elementary School (FLES) Update

We recognize that World Language competency, along with global understanding, will be required of our youngest learners as they progress through their elementary and secondary experiences into college and careers. We are most appreciative of our School Board’s recognition and support of this essential component for all Hopkins learners.

Our Spanish instruction in the elementary grades has been implemented in both Kindergarten and Grade 1 during the 2013-2014 school year, with plans to include an additional grade level each year through grade 6. Students participate in elementary Spanish three times per week, for 20 minutes in Kindergarten and for 30 minutes in Grade 1. Instruction takes place primarily in Spanish, in order to immerse our young learners in the language.

Our curriculum is focused on both language acquisition and cross-cultural learning. The themes included for each grade level are listed below; as a component of the instruction, these concepts as represented in Spanish speaking countries are also introduced, as appropriate.

The reception of Spanish at our elementary schools has been overwhelmingly positive! Our students, families, and teachers all report positive and enthusiastic experiences. We have also heard on numerous occasions that this experience in classroom Spanish has been a new opportunity for some of our students who speak Spanish as their first language to become classroom leaders among their peers.

Kindergarten

• Calendar; days of the week, months, numbers 1-20, weather, seasons
• Colors
• Shapes
• Greetings
• Trees
• Body parts
• Culture
• Clothing
• Animals
• Community helpers

Grade 1
- Calendar activities
- Vocabulary review
- Health: emotions, nutrition, personal health, wellness
- Animals – observe and sort animals based on characteristics
- Families
- Culture

Grade 2 curriculum components are being identified through collaboration between classroom teachers and Spanish teachers. Our intent is to replace, support, and enhance classroom instruction of content standards and concepts through the Spanish language.

We have also identified ongoing alignment with our elementary Spanish curriculum through media center resources such as book titles available in both English and Spanish, online Spanish resources, Music class and performances, as well as cultural and visual artifacts within our schools.

Assessment
Our elementary Spanish teachers are using Common Formative Assessments to monitor student progress as we begin our program. Our intent is to formalize our assessments in grades 2, 4, and 6, once this year’s cohort of students reach those grade levels. At that time, we plan to include Spanish language standards on our Student Achievement Reports (SAR).

Staffing and Scheduling
Our elementary Spanish program is staffed by three exceptional teachers, at 2.6 FTE. This year each teacher serves at least three schools, and is called upon to be tremendously well organized and flexible. We were extremely fortunate to find these individuals in a very competitive market. Next year we anticipate having an additional Spanish teacher, and each teacher will provide instruction in at least two elementary schools. Eventually, our model will provide a full time Spanish teacher in each elementary school; these determinations are made based on the number of grade level sections at each site. The full day kindergarten model being
implemented for all kindergartners next year will be extremely helpful as we schedule instruction for our students, classroom teachers, and Spanish teachers.

**Communication**
We continue to explore a variety of methods to inform our parents about our elementary Spanish program. We believe the introduction of Spanish in our elementary schools may have been a factor in our increased Kindergarten enrollment in Hopkins this year. Current communication formats include:

- Video presence in our Kindergarten Roundup presentations
- Grade level fliers about our program (attached)
- Monthly newsletters by Spanish teachers to parents
- Spanish music included in grade level performances
- Media center resources in Spanish language

Our future plans include the development of short video clips that can be used by both classroom teachers and parents to remain current about their child’s Spanish language experiences.

**Next steps**
Our ongoing program development will include the alignment of English and Spanish content for each grade level, the development and use of student assessments, the development of materials and delivery systems for those students new to Hopkins each year, who may not have had Spanish instruction, and the development of online and video resources.
Spanish Instruction Comes to Hopkins Elementary Schools

All Hopkins elementary schools have Spanish language instruction integrated into their regular curriculum.

What does this looks like?

Hopkins has begun implementing the Spanish FLES (Foreign Language in the Elementary School) program in kindergarten and first grade. Next fall, instruction will be added to second grade.

- Children have Spanish instruction three times each week; 20 minutes per session in kindergarten, 30 minutes per session in grade 1.
- We will be adding a grade level each year through grade 6.
- The Spanish program is focused both on Spanish language proficiency, and cultural knowledge and understanding.
- Class instruction is primarily in Spanish.
- Curriculum is aligned with Hopkins content standards in language arts and social studies.
- Students who continue in Hopkins for grades K-6 will be ready for Spanish level II in junior high, with a range of advanced level Spanish course offerings available through high school. Some of these courses may provide college credit to students.

Spanish learning by the year

Each year, our Spanish curriculum focuses on different themes and cultural concepts. The chart below demonstrates what our students will learn at the kindergarten and first-grade level.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>First grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Calendar</td>
<td>• Calendar</td>
</tr>
<tr>
<td>• months, numbers 1-20,</td>
<td>• Vocabulary review</td>
</tr>
<tr>
<td>• weather, seasons</td>
<td>• Health: emotions/feelings,</td>
</tr>
<tr>
<td>• Colors</td>
<td>• nutrition, personal health</td>
</tr>
<tr>
<td>• Shapes</td>
<td>• and wellness</td>
</tr>
<tr>
<td>• Greetings</td>
<td>• Animals: describe and sort</td>
</tr>
<tr>
<td>• Trees (enrichment)</td>
<td>• animals using observable</td>
</tr>
<tr>
<td>• Body parts</td>
<td>• characteristics</td>
</tr>
<tr>
<td>• Clothing</td>
<td>• Family</td>
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<tr>
<td>• Culture</td>
<td>• Culture</td>
</tr>
<tr>
<td>• Animals</td>
<td></td>
</tr>
<tr>
<td>• Community Helpers*</td>
<td></td>
</tr>
</tbody>
</table>

*if time allows

“In order for our students to reach higher levels of world language proficiency by grade 12, we need to implement a program starting in kindergarten that is continuous.”
—Lisa Sohn, World Language Coordinator

For the latest information about World Language visit: www.HopkinsSchools.org/Spanish
Report to the School Board

Visual Arts Curriculum Review – Phase III

March 6, 2014
Sandy Homb, Fine Arts Coordinator and Diane Schimelpfenig, Ed.D., Director of Teaching and Learning

Overview
Year three of the Visual Arts review brings forward a status update on the research, best practices, survey data, and recommendations moved forward within the department.

Approximately 2500 students and 800 parents participated in the Visual Arts survey process. Of parents completing the survey, 98% believed art was an important part of their child’s education. Survey data indicated the main strengths of the department were staff, courses offered, and the fostering of creativity. The two major areas to improve were communication and access to more art opportunities.

This report provides our recommendations to align our Visual Arts department with best practices, as well as to respond to survey information to the degree possible.

Primary Issues to Consider
• Content Standard recommendations
• Instruction and Assessment recommendations
• Staff Development recommendations
• Facility considerations

Supporting Documents
The full report begins on the next page.
Visual Arts Curriculum Review – Phase III

Year three of the Visual Arts review brings forward a status update on the research, best practices, survey data, and recommendations moved forward within the department.

During Phase II, approximately 2500 students and 800 parents participated in the survey process. Of parents completing the survey, 98% believed art was an important part of their child’s education. Survey data indicated the main strengths of the department were staff, courses offered, and the fostering of creativity. The two major areas to improve were communication and access to more art opportunities.

This report provides our recommendations to align our Visual Arts department with best practices, as well as to respond to survey information to the degree possible.

Introduction

During Phase I of the curriculum review process, the visual arts department met to discuss trends, themes, strengths and weaknesses in curriculum, instruction, assessment, and technology. They also looked at recommendations and goals from past curriculum reviews.

In year two of the review cycle, through research and discussion of the issues, and by analyzing the data of surveys, the visual art staff reached recommendations in the areas of Content Standards, Assessment and Instructional Methods, which are supplied in this document for reference.

Between June 2013 and the end of Feb 2014, staff have been meeting and working on implementing these recommendations through summer curriculum writing sessions, working in teams by grade level, as well as through individual projects. Phase III progress in each area is noted in bold. Though work is on going, staff is committed to finishing projects in all of these areas.

Content Standards Recommendations
The Minnesota Visual and Media Arts Education Coordinator met with staff to share what other districts around Minnesota and the nation are doing to meet standards. We found Hopkins to be ahead of the curve in many areas, but as expected, there is always room for growth. In addition to including the contributions of Minnesota American Indian tribes and communities in our artistic examples, there are two standard areas in which we plan to make additions and revisions; these are:
• ARTISTIC PROCESS: PERFORM OR PRESENT, and
• ARTISTIC PROCESS: RESPOND AND CRITIQUE.

Elementary Status Update
Since the last visual arts curriculum review, the Hopkins Visual Art Department has seen many changes; these changes have been reflected in changing course requirements at the junior high, equalization of art instruction among grades 1-6, and the elimination of art specialist instruction in kindergarten.

In order to address the Minnesota standard of student discussion about the artistic process through presentation, critique, and response, we plan to expand the time necessary to accomplish that reflection by reducing the number of projects introduced each year at the elementary level.

In response to our research and parental responses to the surveys, the staff would like to explore the possibility of integrating some visual arts lessons into other curricular areas at the elementary level. With parent survey results indicating they want more art time for their students, this seems to be a logical fit. Our staff members are innovative in lesson design, and are ready for the challenge of further aligning arts curriculum with other content areas. Examples of this alignment include: How clay is formed (earth science), fractals in nature (math, science), 2-point perspective (geometry), Proportion (math), Animal drawings (coordinating with science lessons) Self-portrait (coordinating with writing lesson)
**Junior High Status Update**
Based on the determination of junior high programming in the future, we will work to enhance current visual arts requirements with expanded rigor. Lessons are being developed through the IB lens, as Fine Arts are a required area of study for all students in the IB Middle Years model.

<table>
<thead>
<tr>
<th>Content Standards Recommendations</th>
<th>Professional Development Plan</th>
<th>Resource Considerations</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| We will continue to work towards meeting or exceeding State standards at every level. | • Compare standards with current curriculum  
• Discussions around IB to meet middle level standards.  
• Junior High staff meets with elementary staff to discuss 6-8 grade benchmarks. | Review meetings  
Summer curriculum writing | Completed  
Summer 2013  
Completed November 2014  
Completed Feb 2014 |
| Create standard based curriculum documents that are teacher-friendly. | Power standards work: develop/discuss/revise | Review meetings/PLC work | Completed: 2012-13 school year |
| Curriculum writing/rewriting to revamp outdated curriculum, add missing components, share and develop new lessons, rework curriculum to align with time available. | At the elementary level, review other curricular areas to find ways to reinforce skills. Write and/or reconfigure lessons. | Curriculum meeting and writing time | Continuing: 2012-14  
Summer writing requested |
Art Instruction and Assessment
Professional Learning Community (PLC) time has been invaluable to this work. The District has supported our department by allowing teachers with the same assignments, yet in different buildings, the flexibility to meet when they have common time. This has made a tremendous difference in the time we have to unify our curriculum and assessments. PLC time has also provided time to learn from one another techniques and tools used to also strengthen communication with parents, which was noted as an area of need within our parent survey responses. Common assessments are being written and piloted as curriculum is aligned. With the implementation of the iPad initiative, our staff will need to research the use of this technology in assessments and course work.

As of the end of this school year, all tenured staff will have attended a national art conference in the past 3 years. They have found these experiences to be invigorating and inspiring, and have brought back several ideas to try in our own art program.

Technology as a tool for students to use to create art is still to be determined. At the elementary level, staff feels the small motor and art skills learned require the entire time they currently see students. At the secondary level, lessons will be integrated using technology as students are given access to personal devices. However, technology as a curriculum delivery tool has been invaluable, and they are currently researching and piloting ideas for differentiation and assessment.

<table>
<thead>
<tr>
<th>Assessment Recommendations</th>
<th>Professional Development Plan</th>
<th>Resource Considerations</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop both common formative and summative assessments.</td>
<td>All Staff</td>
<td>PLC time</td>
<td>Continuing: 2012-14</td>
</tr>
<tr>
<td>Research local/ state/ national trends.</td>
<td>Attend national and state conferences/ online searches/ MDE resources</td>
<td>Professional Development dollars for conferences</td>
<td>Continuing: 2012-14</td>
</tr>
</tbody>
</table>
Enhance uses of technology.

Provide iPad training and other technology tools

Technology dollars through capital outlay requests

Continuing: 2012-14

Secondary Art Status Update

Findings from surveys and research includes:

• Visual arts coursework in grades 7-12 reaches a wide range of students. Within this population, we note:
  o Female students are enrolled to a greater degree (12%) than male students.
  o Students of color are enrolled in numbers 5% greater than their representation in the overall student population.
  o There are twice as many ELL students enrolled in art as are present in the general student population.
  o There are 3% more special education students in art coursework than in the overall student population.

• Our course offerings are similar to other districts in the Lake Conference.

• For two years we have offered an introductory art course at the high school for students with little previous art experience. This course always fills and will continue to be offered for the near future.

• Through our survey, parents and students mentioned adding courses in design and digital art. We will explore these options for 2014. Special attention will be paid to if/how any new courses will align with courses currently offered through other departments.

The secondary visual art staff met to discuss the affect the IB requirement of visual arts will have on student enrollment, how to realign courses within the junior high level, and then aligned those courses to the high school curriculum. The re-working and writing of lessons or courses will be completed by the end of this summer.

In addition, the high school staff researched surrounding districts, as well as schools around the country, to discover other ways to address the need for multiple levels within one class when there are not enough students to support the class running on its own. Without teaching multiple levels within any given course, the existence of AP art in Hopkins, and the high

level of our students’ work, would not be possible. This is a common problem throughout the country. Given new course descriptions need to be available in December in order to be printed in time for the registration handbook, any recommendation for changes will be made next fall.

<table>
<thead>
<tr>
<th>Instructional Methods Recommendations</th>
<th>Professional Development Plan</th>
<th>Resource Considerations</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Research art differentiation models, instructional methods. | • Survey surrounding districts  
• Attend conferences | Professional Development funds for conferences | Continuing: 2012-14 |
| Research different elective courses to offer. | Art staff/technology education and fine arts coordinator discussion | Meeting time | Continuing: 2012-14 |
| Examine the continuity and consistency in our K-12 program. When space is available, advocate for an elementary art classroom in each of our schools. | • Research other Districts/schools offerings.  
• Research our curriculum and course offerings between schools and levels.  
• Develop a plan for any changes  
• Work with schedulers to ensure consistency | Surveys  
Meeting time once the junior high schedule is determined | Completed 2014  
Continuing: 2012-14 |
| Research delivery of instruction in surrounding districts. | • Survey of all district schools and surrounding schools  
• Discussion and develop plan | Survey/Meeting times  
Review meeting times | Completed  
Continuing: 2012-14 |
| Attend national and/or state conferences. | Throughout the review cycle, send all staff to a national or state conference. | Professional development funds for conferences | Completed |
Research the use of technology in the art classroom.

- Purchase iPads/software
- Art staff enroll in IWB cohorts

Capital outlay requests

Continuing: 2013-14

**Staff Development Recommendations**

By the end of the 2013-2014 school year, we hope to have created at all sites a parent-friendly Moodle site that will be used as a point of reference and communication. The addition of art specific PLC groups has greatly enhanced the department’s meeting time for the purpose of discussing curriculum, data, and instructional strategies. The District’s commitment to continuing department meetings scattered throughout the year fulfills the need to plan events that keep the department unified and connected.

Our staff development ongoing priorities include:

- Examine new instructional strategies to differentiate instruction.
- Expand the use of relevant technology in the art classroom.
- Update staff in the latest best practices in art instruction.

Moodle sites will be ‘live’ at all sites by the end of this school year. Technology strategies and use of equipment is never ending. Staff will continue to research the use of technology for differentiation and assessment purposes, but will put on hold the use of technology as an art tool until the District determines what personal equipment will be used at which grade levels.

<table>
<thead>
<tr>
<th>Staff Development Recommendations</th>
<th>Professional Development Plan</th>
<th>Resource Considerations</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase knowledge in best practice strategies and technology.</td>
<td>Staff attendance at state and national conferences</td>
<td>Staff development dollars</td>
<td>Completed: 2012-14</td>
</tr>
<tr>
<td>Moodle site training</td>
<td>Best Practice Fairs</td>
<td>None</td>
<td>Continuing: 2012-14</td>
</tr>
<tr>
<td>Meeting time</td>
<td>PLC and late start meetings</td>
<td>None</td>
<td>Continuing: 2012-14</td>
</tr>
</tbody>
</table>
Facility Considerations
Health and safety has been a major improvement that came out of the previous visual arts curriculum review. Though we are continually working to improve facilities and equipment, our capital budgets have been able to meet our requests, and our administrators have shown commitment to maintaining students and staff in safe environments.

We continue to examine facilities, budgets and equipment for equitable access for all students. Guiding questions include:

- Are facilities adequate and OSHA compliant? We continue to work with the District Health and Safety personnel on storage of materials, hazardous waste removal, OSHA training standards, and MSDS sheets.
- Review and maintain the proper cleaning techniques being followed. (Damp-mopping floors, working eyewash stations, etc.)
- Is equipment comparable in each building?
- How can be best use of available teaching spaces at each site?
- Review supply budgets, and their alignment with the materials needed to deliver the curriculum.
- Provide access to computers with enough memory to store digital images.
- Provide consistent access to interactive whiteboards, iPads, etc.

All of the above questions were researched. Health and safety concerns are a priority in Hopkins, and staff simply needs to report any problems and they are promptly rectified. The District also prioritizes equipment-technical and non-technical- to be standard at all levels assuring equal access for all students.

Conclusion
The Hopkins Visual Arts department remains an area of strength and creativity within our District. We look forward to providing meaningful art education experiences to all of our students, working within a variety of scheduling and program models.
ESAC Notes
February 10, 2014

Members present: Jim Hebeisen, Jim Segal, Emily Wallace- Jackson, Karen Kreienbrink, Wendy Donovan, Michelle Kuhl, Adam McDonald, Diane Schimelpfenig, Julie Norman, Leilani LaBelle, Matt Urbanowicz, Pat Douma
Guests: Katie Williams, Holly Magdanz, Mark Czech, Sandy Homb

Member Reports:
• Alice Smith just completed a very successful Winter Carnival.
• Gatewood is looking forward to their fundraising dinner and Book Bazaar.
• Hopkins High School is planning its first Sadie Hawkins dance.
• Dr. Sharroky Hollie has continued his work at Hopkins High School in providing Culturally and Linguistically Responsive instruction training.
• Junior high and Hopkins High School course catalogs were shared.
• Over 80 fifth grade students are attending a STEM activity at Normandale Community College through our elementary Gifted/Talented program.

Hopkins Minnesota Student Survey results and analysis – Katie Williams and Holly Magdanz

The Minnesota Student Survey is conducted every three years among three populations of students in Minnesota public schools:
• students in regular public schools, including charter schools and tribal schools
• students in alternative schools and Area Learning Centers
• students in juvenile correctional facilities
The survey asks questions about activities, experiences, and behaviors. Topics covered include tobacco, alcohol and drug use, school climate, physical activity, violence and safety, connections with school and family, health, and other topics. Questions about sexual activity are asked only of

high school students. The survey is administered jointly by the Minnesota Departments of Education, Health, Human Services, and Public Safety.

Hopkins results, including areas of celebration and concern, were presented. (please see attached powerpoint document.) These results belong to our entire school community, and our hope is to share them with a focus on community action.

**Music Curriculum Review – Phase II – Sandy Homb and Mark Czech**

Sandy Homb and Mark Czech presented Phase II of the Music Curriculum Review, which includes K-12 vocal and instrumental music.

Parent survey results indicate:

- 99% of our parents believe that music is an important part of a comprehensive education and that the Hopkins Music program is a strong and vital component of the District’s culture.
- The strength of our program is quality staff, secondary concerts, welcoming environment, and curriculum

**Suggested Improvements:**

- Performance opportunities at the elementary level
- Fee based lesson program
- Communication

Sandy and Mark highlighted the efforts and recommendations related to Content Standards, Instruction, Professional Development, Technology Integration, and Assessment.
2013 Minnesota Student Survey: What Hopkins students are telling us

Holly Magdanz
Hopkins One Voice Coalition Coordinator
SPF SIG Grant Coordinator
February 2014

Basics on Minnesota Student Survey (MSS)
- Conducted every 3 years to public school students in Minnesota
- Asks students about their behaviors, experiences, feelings, and activities
- All public school districts invited to participate statewide

BIG Changes to MSS in 2013
- Grades surveyed changed:
  - Previously: 6, 9, 12 grades
  - Now: 5, 8, 9, 11 grades
  - Impact on trend data
- Question changes
- Option of administering survey online

2013 Participation Rates
- 84% of MN public school districts participated
- Hopkins participation rates:
  - Grade 5: 88% of students
  - Grade 8: 79% of students
  - Grade 9: 88% of students
  - Grade 11: 74% of students

Demographics of Hopkins students surveyed, 2013
- Reported demographics of students were representative of District demographic data:
  - Gender
  - Race and ethnicity
  - Receive free or reduced lunch
Post High School Plans

- Hopkins students are more likely than the state average to report plans to attend a 4-year college or university (83% vs. 70%)
- Hopkins females are more likely than males to plan for a 4-year college or university (86% vs. 80%)
- The most common responses among students not planning to attend a 4-year college:
  - Attend a 2-year community or technical college: 4%
  - Join the military: 3%
  - Work at a job: 3%
  - Get a license or certificate in a career field: 3%

Student Engagement

Hopkins Students Reporting They Care About Doing Well in School "All" or "Most" of the Time, 2013

Supportive Teachers

0 out of 5 Hopkins students "strongly agree" or "agree" that the teachers at their school care about students.

Homework

Students Reporting Doing Two or More Hours of Homework Outside of School, on a Typical School Day, 2013

Cyberbullying

- Across all grades and genders, about 3% of Hopkins students reported being cyberbullied "about once a week" in the past 30 days
- Rates increase for being cyberbullied "once or twice" in past 30 days (about once a month):
  - 14% of 8th grade girls
  - 17% of 9th grade girls

#1 Reason: Weight or physical appearance
#2 Reason: Race, ethnicity, or national origin
Other reasons:
- Gender
- "Because you are gay or lesbian or because someone thought you were"
- Physical or mental disability
Health & Safety

Physical Activity

- Hopkins Students Reporting Being Physically Active for AT LEAST 60 MINUTES PER DAY on 3 or More Days in the Past 7 Days, 2013

- Grade: 5th, 6th, 7th, 8th, 9th, 11th
- Male, Female

- 5th Grade: 72%, 75%, 78%, 71%
- 6th Grade: 72%, 75%, 78%, 71%
- 7th Grade: 72%, 75%, 78%, 71%
- 8th Grade: 72%, 75%, 78%, 71%
- 9th Grade: 72%, 75%, 78%, 71%
- 11th Grade: 72%, 75%, 78%, 71%

Distracted Driving

- Hopkins Students Reporting Distracted Driving, 2013

- Driving: In school, At school, In my neighborhood, At home

- 5th Grade: 45%, 45%, 44%, 44%
- 6th Grade: 45%, 45%, 44%, 44%
- 7th Grade: 45%, 45%, 44%, 44%
- 8th Grade: 45%, 45%, 44%, 44%
- 9th Grade: 45%, 45%, 44%, 44%
- 11th Grade: 45%, 45%, 44%, 44%

Safety

- Hopkins Students Reporting They "Strongly Agree" or "Agree" They Feel Safe, 2013

- School, Neighborhood, At home

- 5th Grade: 100%, 55%, 55%
- 6th Grade: 100%, 55%, 55%
- 7th Grade: 100%, 55%, 55%
- 8th Grade: 100%, 55%, 55%
- 9th Grade: 100%, 55%, 55%
- 11th Grade: 100%, 55%, 55%

Emotional Well-Being: 5th Grade

- 5th Graders Reporting Every "Worry a Lot" or "Sometimes Feel Bad without Knowing Why", 2013

- Male, Female

- Hopkins: 28%, 40%, 21%, 14%
- Minnesota: 28%, 40%, 21%, 14%
**Depression**

Students Reporting Significant Problems in the Past 12 Months with Feeling Very Trapped, Lonely, Sad, Blue, Depressed, or Hopeless about the Future, 2013

- **Hopkins**
  - 8th Grade: 43%
  - 9th Grade: 25%
  - 10th Grade: 16%

- **Minnesota**
  - 8th Grade: 24%
  - 9th Grade: 13%
  - 10th Grade: 4%

**Self-Harm**

Students Reporting Purposely Hurting or Injuring Themselves in the Last 12 Months without Wanting to Die (cutting, burning, bruising), 2013

- **Hopkins**
  - 8th Grade: 9%
  - 9th Grade: 7%
  - 10th Grade: 18%

- **Minnesota**
  - 8th Grade: 6%
  - 9th Grade: 26%
  - 10th Grade: 22%

**Past 30 Day Substance Use for Students Reporting Long-Term Mental Health Problems**

- **Hopkins Males**
  - Cigarette smoking: 12%
  - Alcohol: 21%
  - Marijuana: 4%
  - Prescription drug misuse: 21%

- **Hopkins Females**
  - Cigarette smoking: 22%
  - Alcohol: 21%
  - Marijuana: 13%

**Seriously Considered Suicide in Last Year**

1 in 10 Hopkins students seriously considered committing suicide in the last 12 months.

**Non-Use for Hopkins 11th Graders**

In the past 30 days:
- 91% did NOT use tobacco
- 79% did NOT use alcohol
- 82% did NOT use marijuana

In the past 12 months:
- 61% did NOT use alcohol OR drugs
  - Compared to 53% statewide
5th Grade Substance Use

* 5% of Hopkins boys and 3.5% of Hopkins girls reported past 12 month alcohol use
* 1% of Hopkins and Minnesota 5th graders reported past 12 month use of marijuana or misuse of prescription drugs

Tobacco

Students Reporting Any Past 30 Day Use of Tobacco (Cigarettes, Cigars, Chewing Tobacco), 2013

Alcohol

Students Reporting Any Past 30 Day Alcohol Use, 2013

Marijuana

Students Reporting Any Past 30 Day Marijuana Use, 2013

Misuse of Prescription Drugs

* Hopkins past 30 day rates vary from 0.6% (6th grade males) to 8.7% (9th grade females)
* Rates for Hopkins males are LOWER than Minnesota males for each grade level
* State comparison rates for Hopkins girls vary

Binge Drinking

Students Reporting Having 5 or More Drinks in a Row on One Occasion in the Past 30 Days, 2013
Access to Alcohol

Source of Alcohol for Students Reporting Past 30 Day Use, 2013

- Neck from store
- Neck from a friend
- Neck from a bartender
- Neck from a bar
- Neck from a house party
- Neck from a neighbor
- Neck from a store
- Neck from a restaurant
- Neck from a liquor store
- Neck from a convenience store

Age of First Use

1 in 4 Hopkins 9th Graders reported having their first drink of alcohol (more than a few sips) by age 13 or younger.

Over-the-Counter + Synthetic Drugs

- Hopkins 9th graders are more likely than the state average to report past 12 month use of over-the-counter drugs (4.2% vs. 2%) or synthetic drugs (2% vs. 1.6%)
- Hopkins 8th + 11th graders were less likely than the state average to report use of either type of drug, and less likely than Hopkins 9th graders to do so.

Perceived Risk of Harm

Hopkins Students Perceiving "Great" or "Moderate" Risk of Harm from Substance Use, 2013

- Harm from smoking (1+ pack/day)
- Harm from alcohol (5+ Alc. drinks)
- Harm from marijuana (1+ joint/week)
- Harm from misuse of Rx drugs

Parent Communication About Alcohol

8 out of 10 Hopkins students "strongly agree" or "agree" that parents and other adults should clearly communicate with their children about the importance of not using alcohol.

Social Norms Around Alcohol

3 in 4 Hopkins students "strongly agree" or "agree" that drinking alcohol is never a good thing for anyone their age to do.
Protective Factors & Risk Factors for Substance Use

Participation in School Sports & Activities/Clubs

Hopkins 11th graders who DO play school sports were:
• 4.5 times less likely to report cigarette use
• About as likely to report alcohol use
• 1.5 times less likely to report marijuana use

Hopkins 11th graders who DO participate in school activities were:
• 2 times less likely to report cigarette use
• 1.5 times less likely to report alcohol use
• 1.75 times less likely to report marijuana use

Supervision

Unsupervised 9th graders after school are:
• 1.75 times more likely to report past month cigarette smoking
• 1.5 times more likely to report past month alcohol use
• 2 times more likely to report past month marijuana use

Parental Communication

Hopkins Students Reporting They Can Talk to Their Parents “Most” or “Some” of the Time About Problems They are Having, 2013

Parental Disapproval

When asked if their parents would think it was “Very Wrong” or “Wrong” for them to use each respective substance:
• Hopkins students are 6.5 times LESS likely to report past 30 day cigarette smoking
• They are 2 times LESS likely to report past 30 day alcohol use
• They are 6.75 times LESS likely to report past 30 day marijuana use
• They are 6.5 times LESS likely to report past 30 day prescription drug misuse

Sexual Intercourse & Birth Control
Sexual Intercourse
Students Reporting Ever Having Sexual Intercourse, 2013

<table>
<thead>
<tr>
<th></th>
<th>Hopkins 5th Grade</th>
<th>Hopkins 11th Grade</th>
<th>Minnesota</th>
<th>Hopkins 5th Grade</th>
<th>Hopkins 11th Grade</th>
<th>Minnesota</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>28%</td>
<td>23%</td>
<td>18%</td>
<td>16%</td>
<td>9%</td>
<td>8%</td>
</tr>
<tr>
<td>Females</td>
<td>31%</td>
<td>21%</td>
<td>17%</td>
<td>27%</td>
<td>13%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Condoms + Birth Control
ONE Method Used by Hopkins Students to Prevent Pregnancy the LAST Time They Had Sex, 2013

- Condoms: 60%
- Birth control pills: 13%
- Depo-Provera, NuvaRing, IUD: 13%
- Other: 12%
- No method was used: 11%

Condom use, cont.

- When asked: “the LAST time you had sexual intercourse, did you or your partner use a condom?”
  - 81% of Hopkins 9th and 11th graders answered YES (compared to 65% in MN)

Reasons for Abstinence*
1. Fear of pregnancy: 60%
2. Fear of STDs: 48%
3. Not right for a "person my age": 43%
4. Have not had a chance: 41%
5. I don’t want to: 38%
6. Parents would object: 37%
7. What sex ed taught me: 23%
8. What parents taught me: 21%
9. Waiting until marriage: 21%
10. Religious beliefs: 18%
11. My friends don’t: 17%
12. My partner doesn’t want to: 7%

Promising Findings for Hopkins Students...
- Feel safe
- Care about doing well in school
- Can talk to their parents
- Feel that teachers care about them

*(Hopkins 9th and 11th graders marked all that applied)
Hopkins Promising Findings: Substance “NON-Use”

- Majority of students do not use alcohol or drugs
- Tobacco rates are much lower than the state
- Participation in sports and school activities are protective factors
- Parent disapproval influences decision not to use

Concerns for Hopkins Youth

- Mental health issues, particularly for girls
- Alcohol use
- Marijuana use (higher for boys), decreased perception of harm
- Distracted driving
- Others?

Hopkins Parent Forum: “Spring into Summer!”

- Saturday, March 22nd at Eisenhower Community Center, 9:00-11:30 a.m.
- 6 Workshops on K-12 parenting topics, including MSS
- Explore Hopkins Schools summer youth opportunities
- “Together We Read” discussion
- Childcare provided (with preregistration)

Thank you!

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SPF SIG Grant Coordinator
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