HOPKINS
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STATE of the DISTRICT

November 10, 2026

Agenda

- Our direction
- Listening to our community
- Hopkins today
- Student learning & progress
- Our priorities
- Programs

Hopkins School Board



Shannon Andreson
Chair

Zhiming Zhao
Director

Brooke Ann Roper
School Board Vice Chair

Rachel Hartland
School Board Treasurer

Sara Wilhelm Garbers, Ph.D.
School Board Clerk

Johanna Hyman
School Board Director

Kaj Thompson
School Board Director

Michael Thomas, Ed.D.
Superintendent

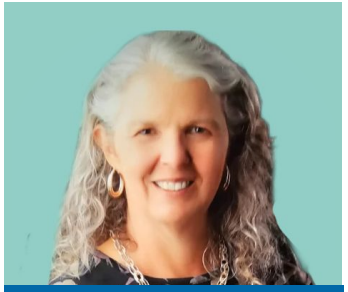
District Leadership Team



Dr. Michael J. Thomas
Superintendent



Dr. Nik Lightfoot
Assistant Superintendent



Mae Hawkins
Interim Chief Financial Officer



Dr. Ann Ertl
Director, Innovation, Design & Learning



Dr. Leanne Kampfe
Principal on Special Assignment



Fhonda Contreras
Director, Special Services



John Wetter
Director, Information Services



Kristi Mussman
Director, Communications & Marketing



Dr. Jennie Zumbusch
Director, Research, Assessment & Continuous Improvement



Darrell Young
Director, Community Education

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School Leaders

Great Leaders Make Great Schools



Sara Chovan
School Leader,
Early Learning Asst. Dir.



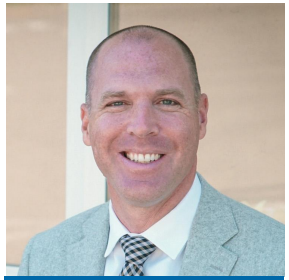
Melissa Ness
Principal,
Eisenhower Elementary



Sabrina Schmidtke
Principal,
Alice Smith Elementary



Dr. Katie Stennes
Interim Principal,
L.H. Tanglen Elementary



Jeff Radel
Principal,
Glen Lake Elementary



Dr. George Nolan
Principal,
Gatewood Elementary



Natalie Sawatzky
Principal,
Meadowbrook Elementary



Julius Eromosele
Principal,
North Middle School



Serita Mattei
Principal,
West Middle School



Dr. Emily Palmer
Principal,
Hopkins High School



Demond Johnson
School Leader,
VirtualEDU

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Our Direction

Our School-Year Theme



Vision 2031 Success Indicators

Success Indicators for Vision 2031



#1 choice of parents, students, teachers, and employers



District seen as a beacon of innovation



Renowned students



100% college and career placement



Complete eradication of racial and income disparities



Staff demographics reflect student demographics

Hopkins Graduate Profile

Our global scholars work collaboratively, disrupt the status quo, and will solve some of the world's most complex problems.



Critical Thinker



Global & Well Traveled



Confident



Have a Voice



Holistic



Empathetic

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Listening to Our Community

Listen & Learn Feedback

Feedback gathered from 6 community meetings Sept. 14-Oct. 20, 2026

What should we be proud of?

Dedicated staff & strong community support

Widespread praise for highly caring teachers, support staff and a pro-education community.

Authentic diversity & belonging

Pride in an inclusive, multicultural community that reflects real-world perspectives and experiences.

Immersion & whole-child focus

Pride in Spanish and Chinese immersion and social-emotional learning alongside academics.

What could be better?

Academics & Technology

Elevate academic standards, restoring GT/advanced math, and setting balanced technology boundaries.

Safety & Transportation

Consistent behavior enforcement across schools and resolve busing issues.

District & Leadership

Open, proactive budget communication and clear follow-through on district initiatives.

What should I know?

Action-oriented listening

Clear decision-making, follow-through and sustained engagement.

Rigor balanced with equity

Maintain high academic standards for all learners while protecting signature offerings such as immersion.

Support teacher & system capacity

Reduce staff overload, rebuild core department support and ensure consistent districtwide operations.

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Hopkins Today

Technology with Purpose



Purposeful, Balanced Technology Use

Teachers pair digital tools with discussion, collaboration and hands-on learning.

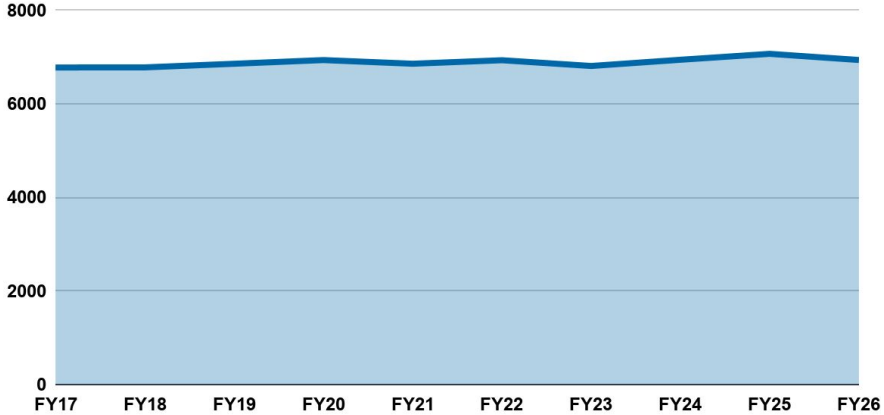


New Technology Use Guidance

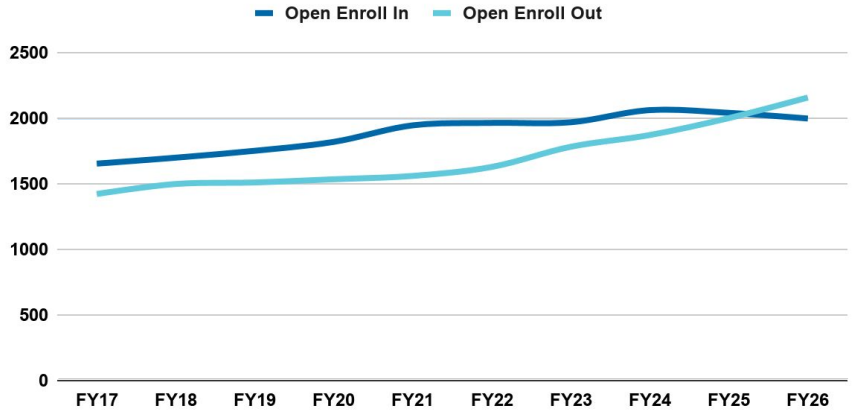
Districtwide expectations will address grade-level technology use, screen time, digital citizenship, student safety, caregiver resources and staff support.

Enrollment Trends

Total Average Daily Membership (ADM), E-12: 10-Year Trend (FY22–FY26)

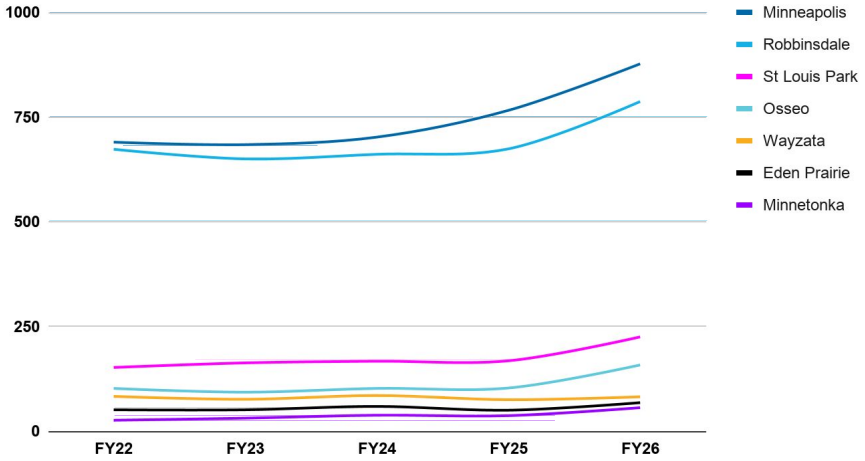


Open Enrollment Trends: Students Entering and Leaving Hopkins Public Schools (FY17–FY26)

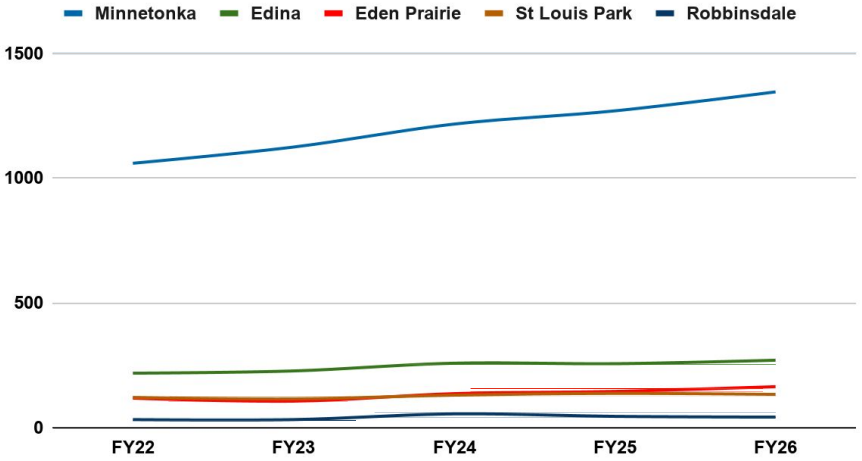


Enrollment Trends

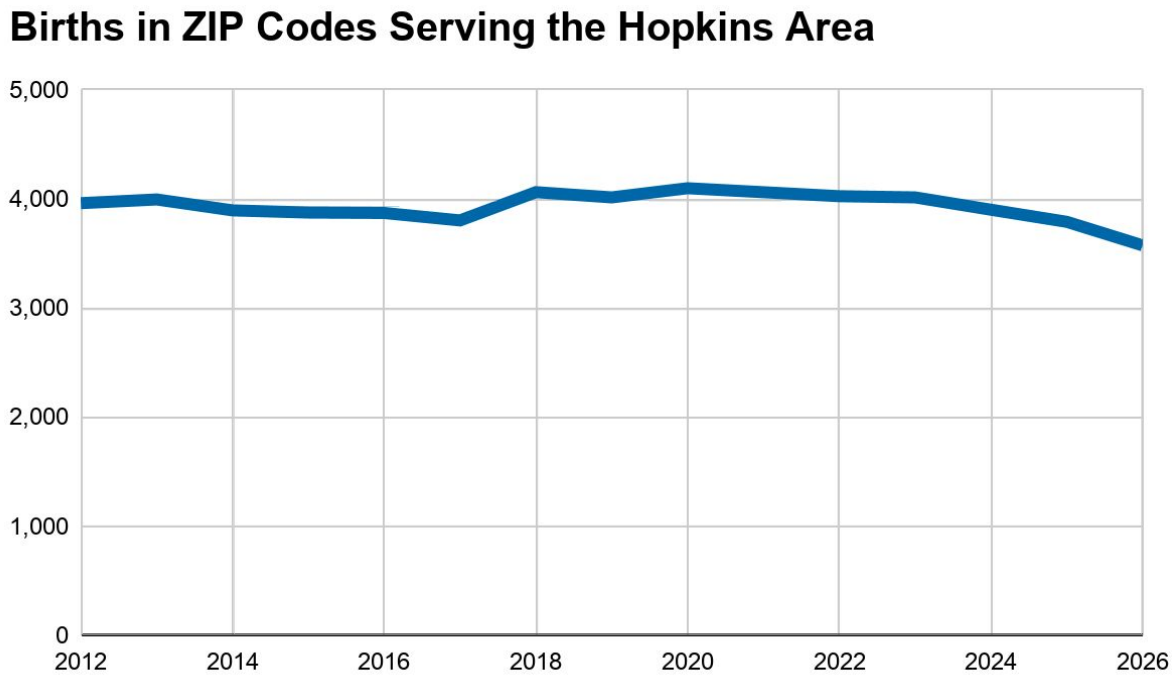
Open Enrollment In: Trends by Resident District (FY22–FY26)



Open Enrollment Out: Destination District Trends (FY22–FY26)

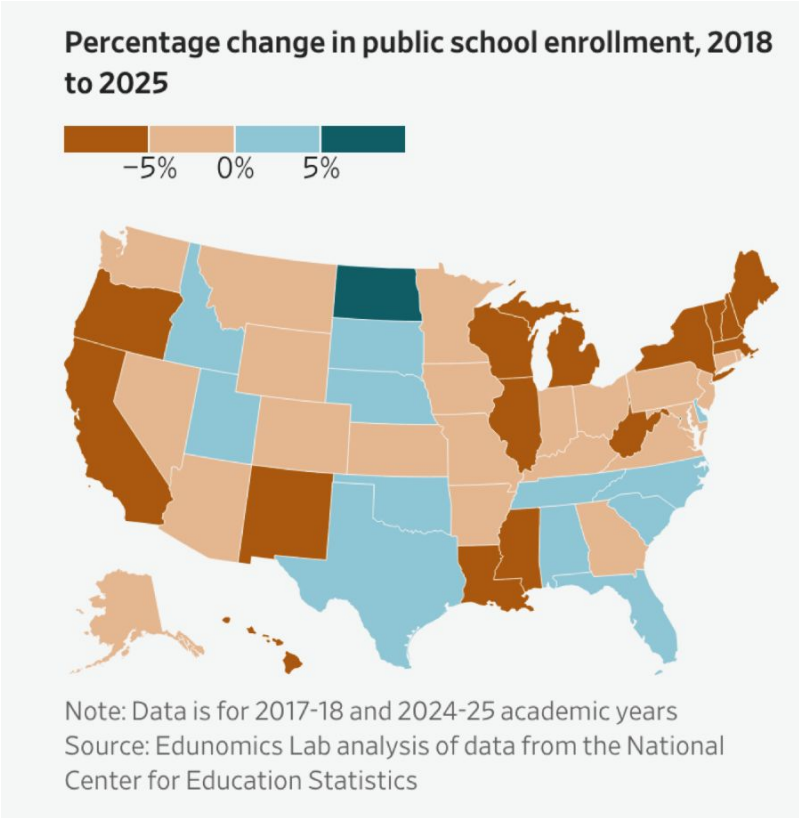


Live Births: Historical Trends and Projections



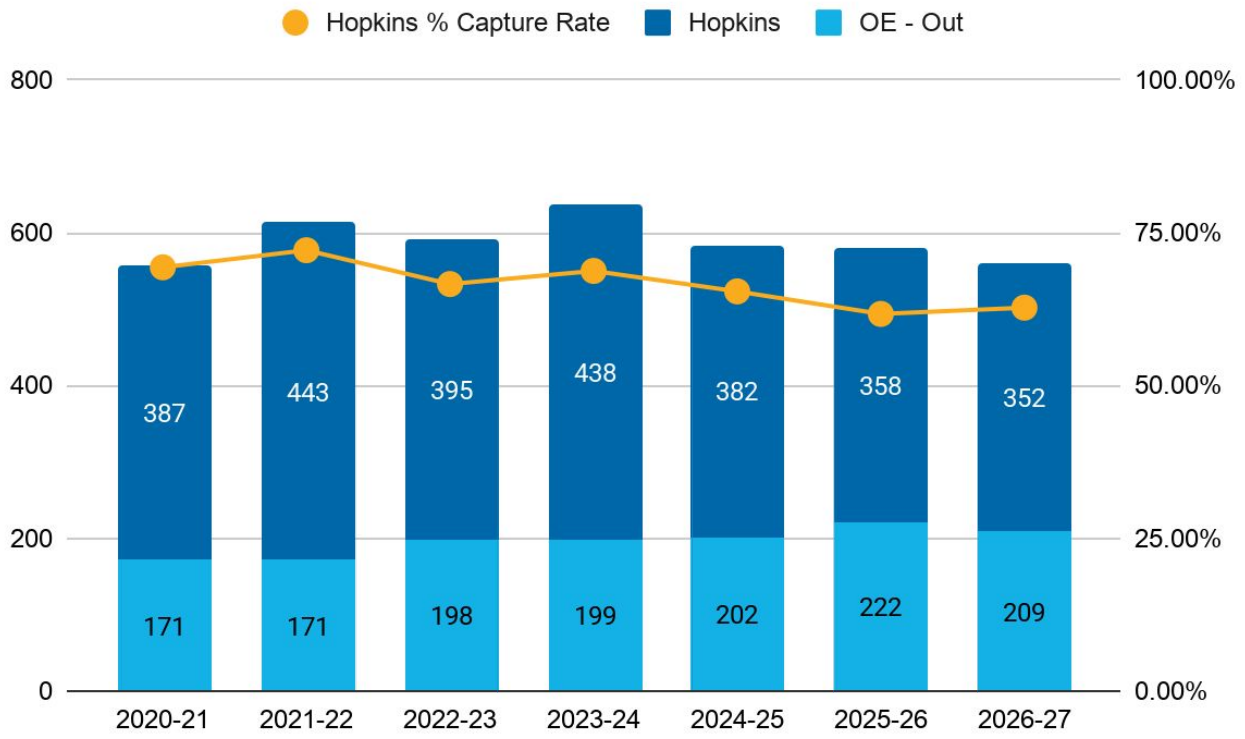
Public School Enrollment - Nationally

Public school enrollment has declined in many states, including Minnesota



Map source: Wall Street Journal

Kindergarten Capture Rate



Enrollment Trends

10/01 Enrollment Counts by Grade (FY22 - FY27)						
Grade	FY22	FY23	FY24	FY25	FY26	FY27*
Kindergarten	592	545	571	516	489	482
Grade 1	550	590	529	579	510	472
Grade 2	548	534	574	527	543	504
Grade 3	506	527	527	568	499	526
Grade 4	479	464	514	512	547	492
Grade 5	473	461	483	522	507	524
Grade 6	458	454	480	502	549	505
Grade 7	505	483	469	488	493	548
Grade 8	558	497	488	489	484	477
Grade 9	522	525	546	518	508	495
Grade 10	509	521	536	532	507	494
Grade 11	545	497	515	528	514	492
Grade 12	545	523	474	499	512	493
Total	**6790**	**6621**	**6706**	**6780**	**6662**	**6504**

**FY27 enrollment counts are preliminary*

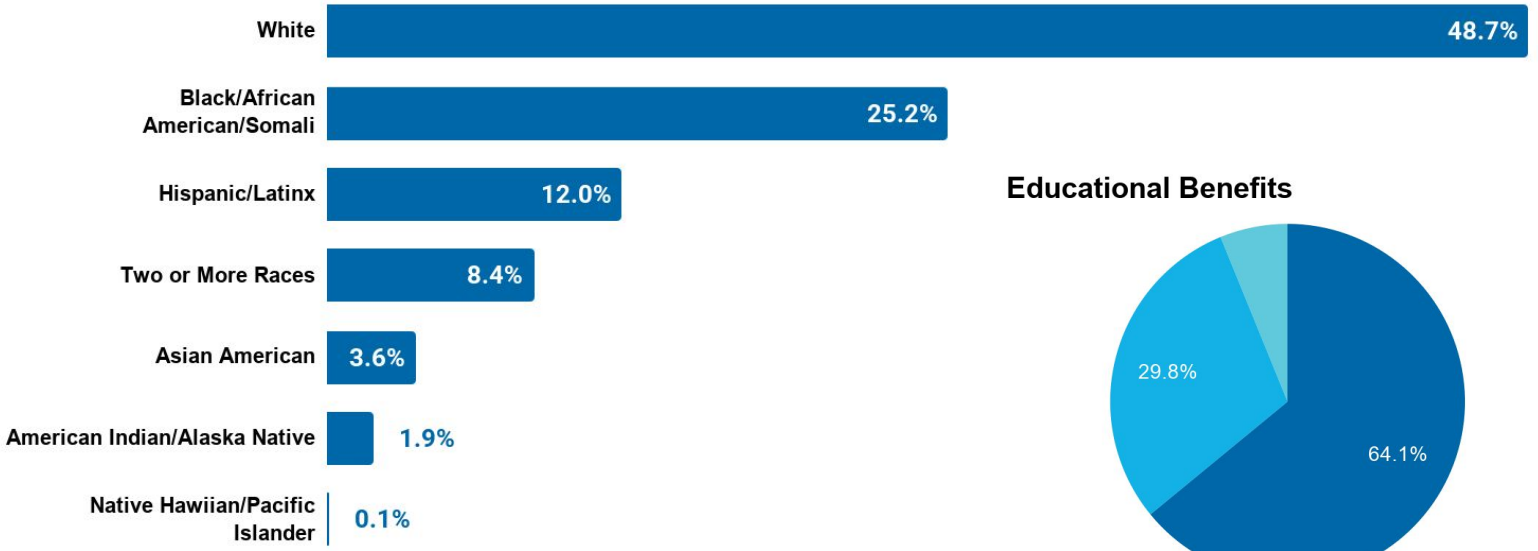
Enrollment Trends

10/01 Enrollment Counts by Grade (FY22 - FY27)											
Grade	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	FY26	FY27*
Kindergarten	472	482	496	552	537	592	545	571	516	489	482
Grade 1	526	472	497	520	549	550	590	529	579	510	472
Grade 2	492	499	479	487	492	548	534	574	527	543	504
Grade 3	536	474	491	489	473	506	527	527	568	499	526
Grade 4	487	504	480	481	473	479	464	514	512	547	492
Grade 5	464	470	503	483	471	473	461	483	522	507	524
Grade 6	483	458	478	513	478	458	454	480	502	549	505
Grade 7	528	534	502	524	559	505	483	469	488	493	548
Grade 8	553	535	528	517	516	558	497	488	489	484	477
Grade 9	492	536	543	537	498	522	525	546	518	508	495
Grade 10	589	494	541	557	536	509	521	536	532	507	494
Grade 11	549	571	490	535	557	545	497	515	528	514	492
Grade 12	546	568	623	543	518	545	523	474	499	512	493
Total	**6717**	**6597**	**6651**	**6738**	**6657**	**6790**	**6621**	**6706**	**6780**	**6662**	**6504**

**FY27 enrollment counts are preliminary*

Student Population

Student Population, 2026

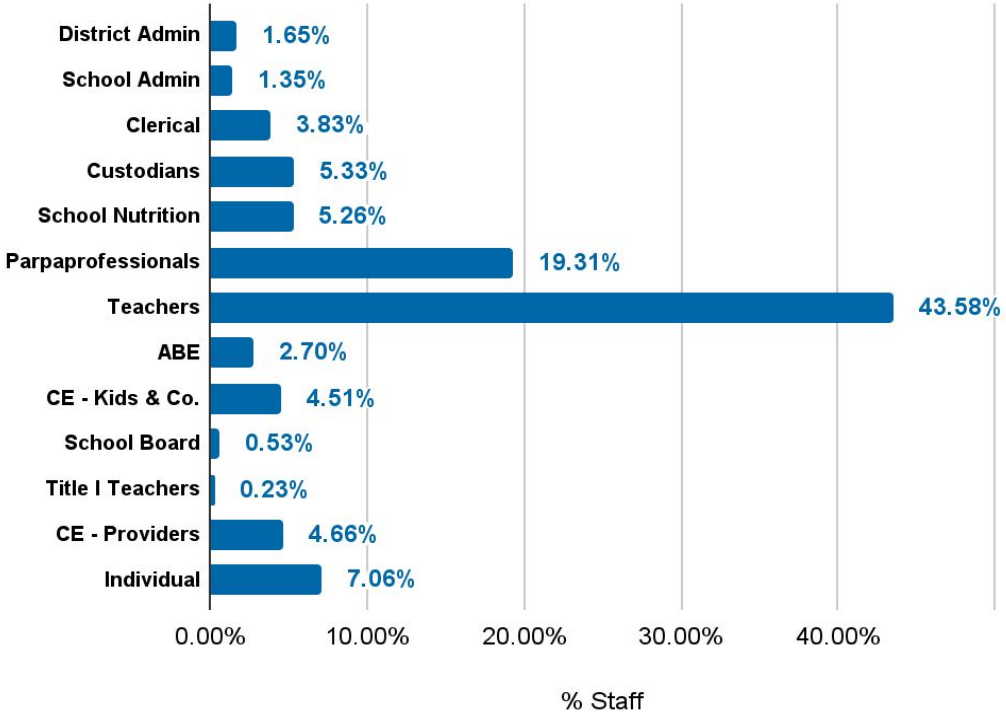


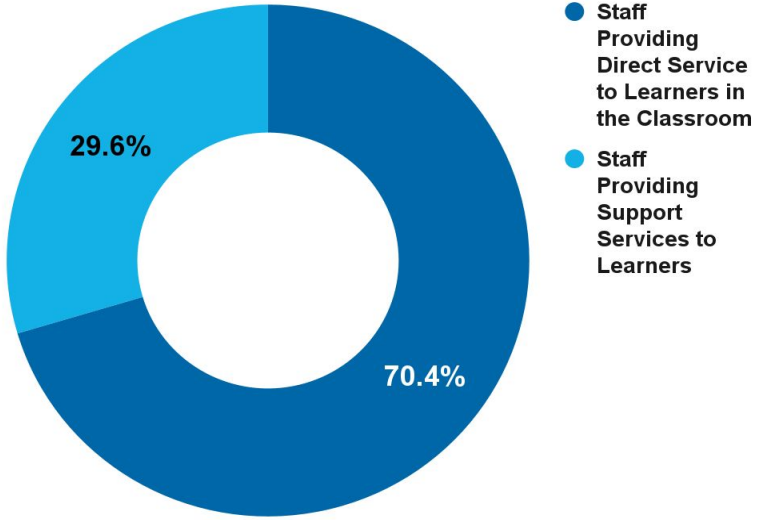
Educational Benefits

Note: this data is updated based on the Oct. 1, 2026 enrollment numbers. Source: MDE Data Center

The People Supporting our Students

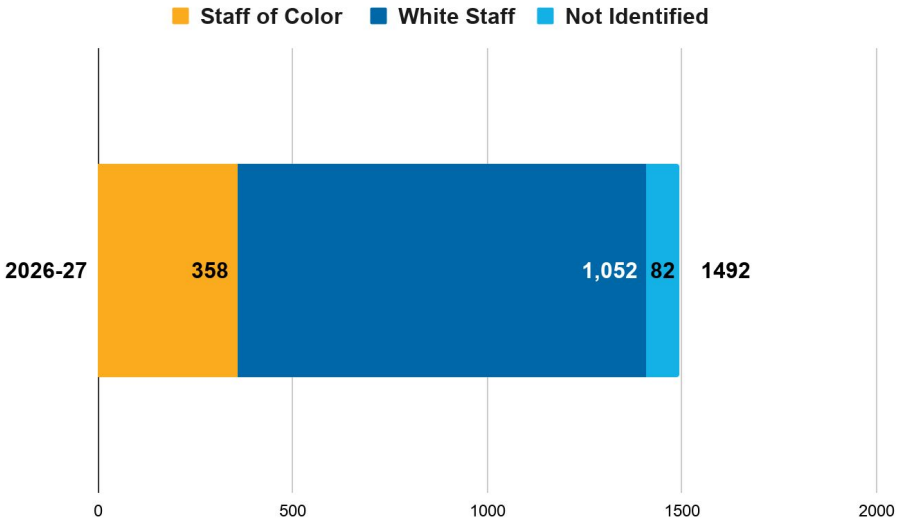
Hopkins Staff Composition

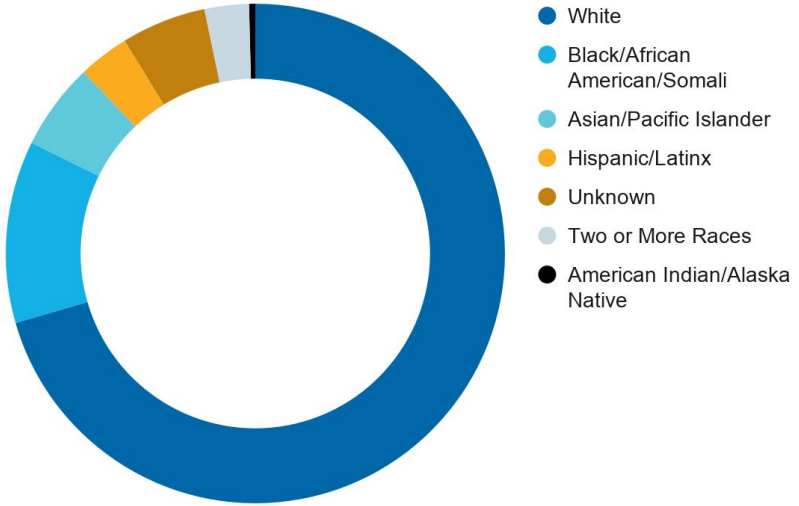




The People Supporting our Students

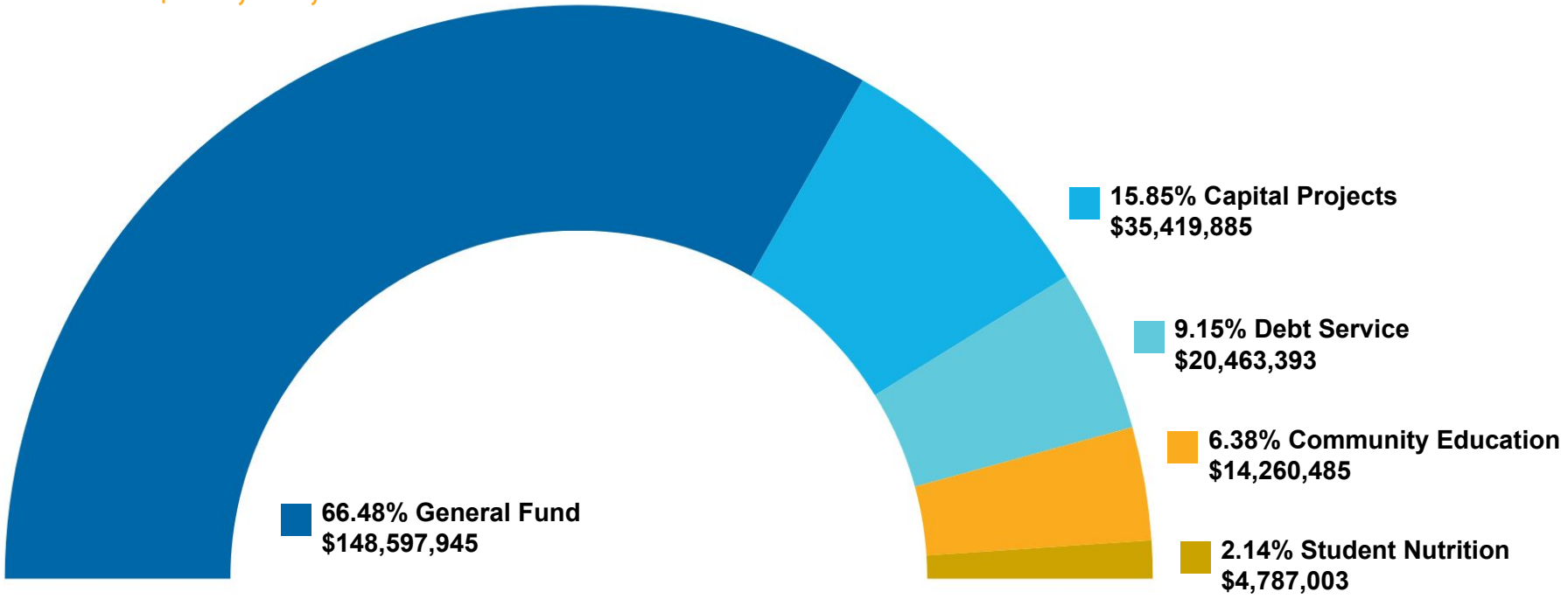
Staff Demographics





Our Financial Picture
Hopkins Budget

FY27 BUDGET BY FUND
TOTAL $223,528,711



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Student Learning & Progress

Career and College Readiness Highlights

Over $12M

In college scholarships offered*

2,031 **(80% Accepted)**

College applications submitted (2 & 4 year)

193

Scholars graduated with academic honors

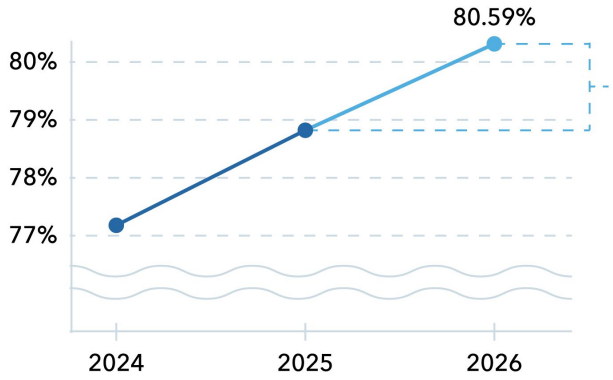
11% Noncollege **20%** 2-Year

Pursued noncollege or 2-year pathway

*Note: Data reflects self-reported scholarship offers from optional senior survey responses, resulting in a lower response rate compared to previous years when it had been mandatory.

Record Advanced-Placement Results

Advanced Placement performance continues to rise
Percent of AP students with exam score of 3 or higher



The pass rate has increased for exams over the past 3 years with an increase of **2.7%** from 2025 to 2026.

15 of 22 subjects had exam scoring averages above state and/or global averages.

16 of 22 subjects have pass rates above state and/or global averages.

Advanced Placement scholars recognized
271 students earned an AP scholar recognition

122 students earned AP Scholar recognition for scoring 3 or higher on three or more AP exams.

62 students earned AP Scholar with Honor recognition for averaging at least 3.25 across all AP exams and scoring 3 or higher on at least four exams.

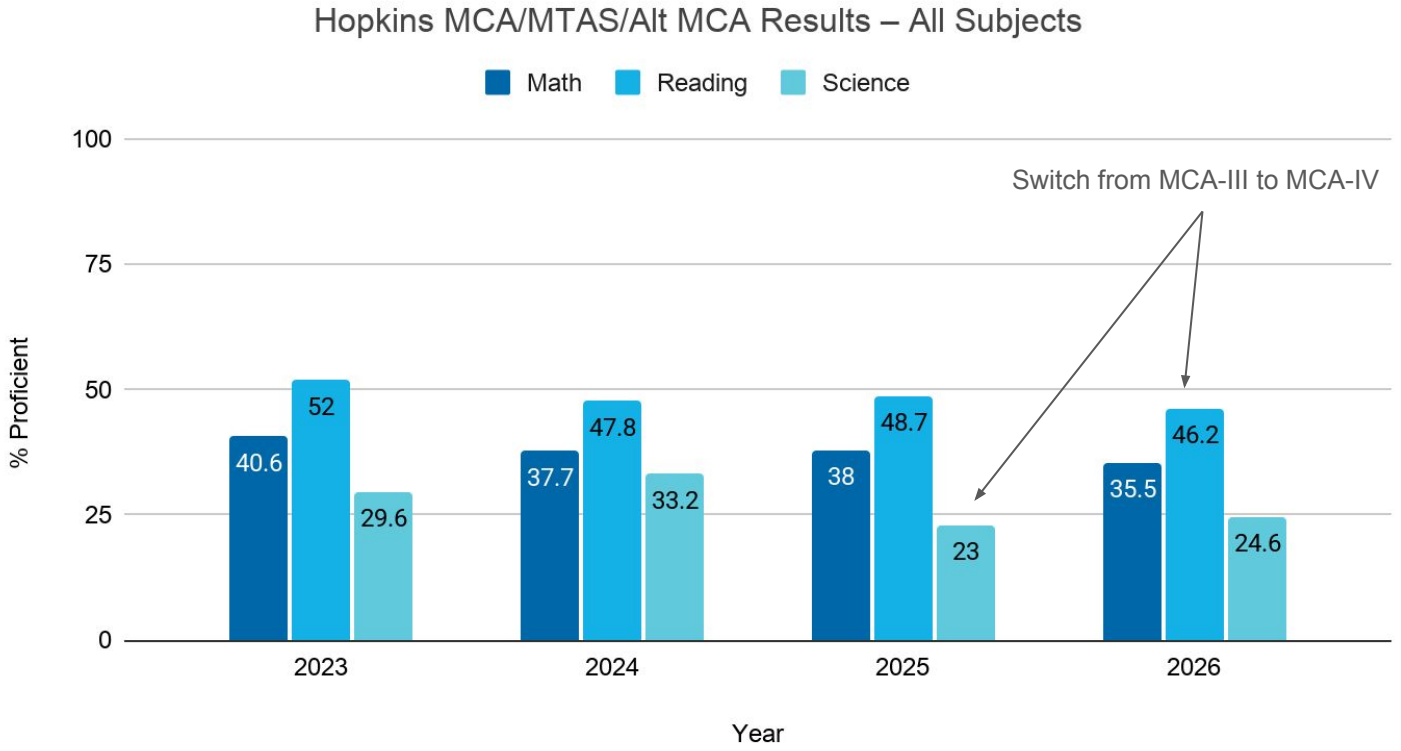
87 students earned AP Scholar with Distinction recognition for averaging at least 3.5 across all AP exams and scoring 3 or higher on at least five exams.

Hopkins MCA Proficiency (2023-2026)

Math shows a slight decline.

Reading changed from MCA-III to MCA-IV which represents a new baseline.

Science shows a slight increase.



Note: Reading cannot be compared between 2025 and 2026 due to an update from MCA-III to MCA-IV
Similarly, Science cannot be compared between 2024 and subsequent years for the same reason. Source: MN Report Card

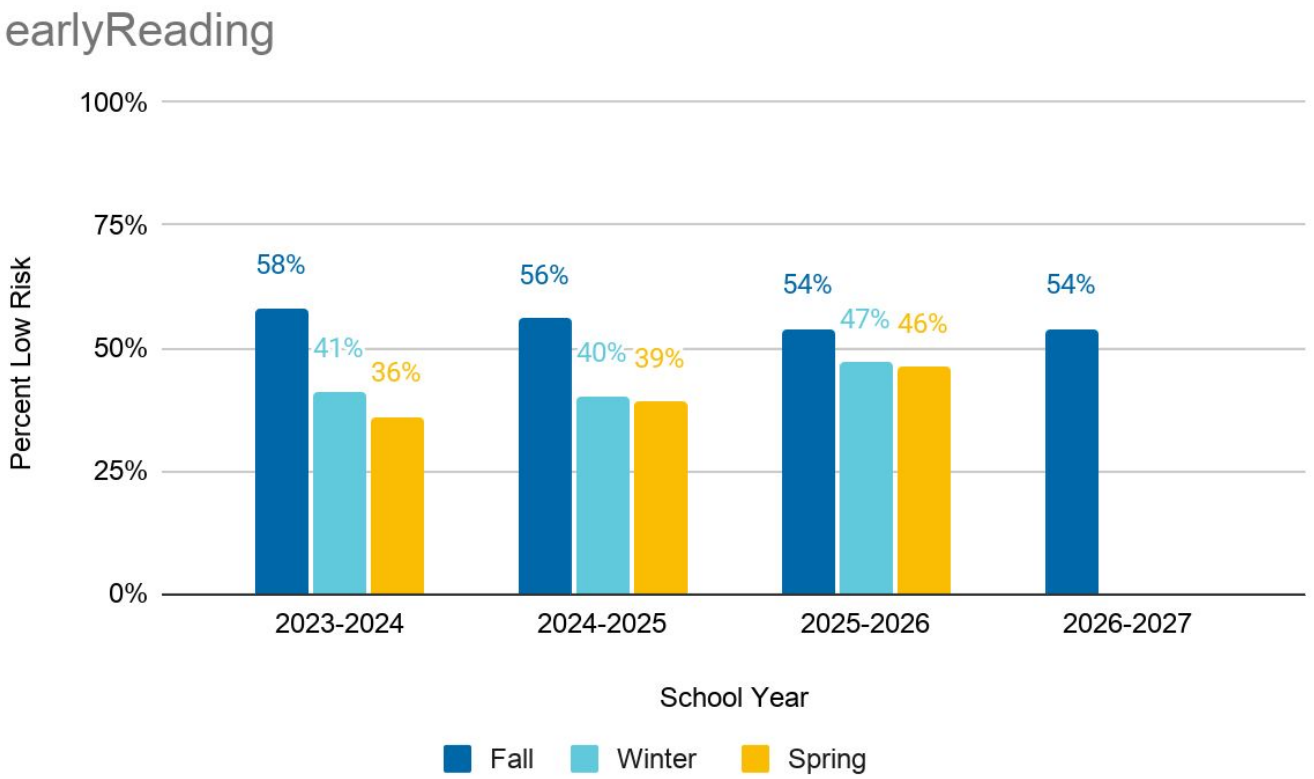
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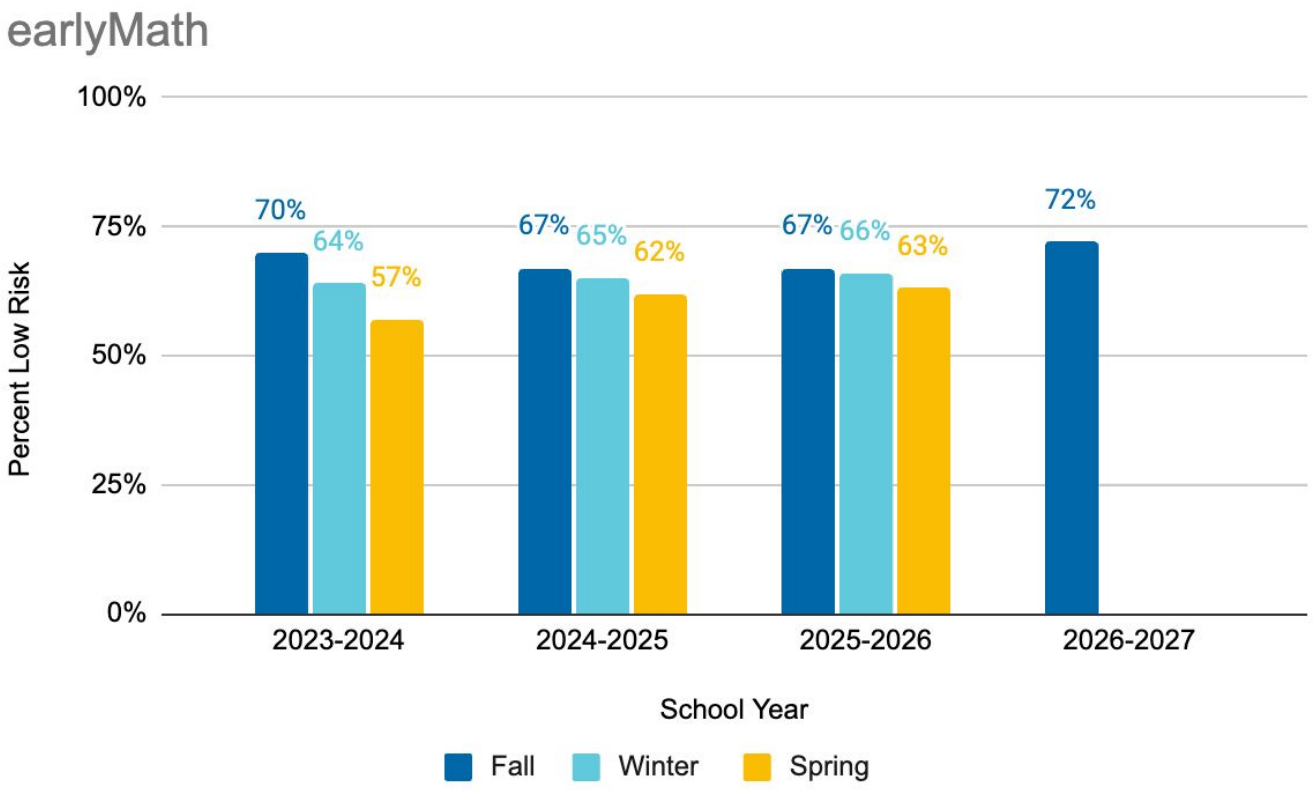
FastBridge

An assessment tool that helps teachers identify student learning needs and track progress

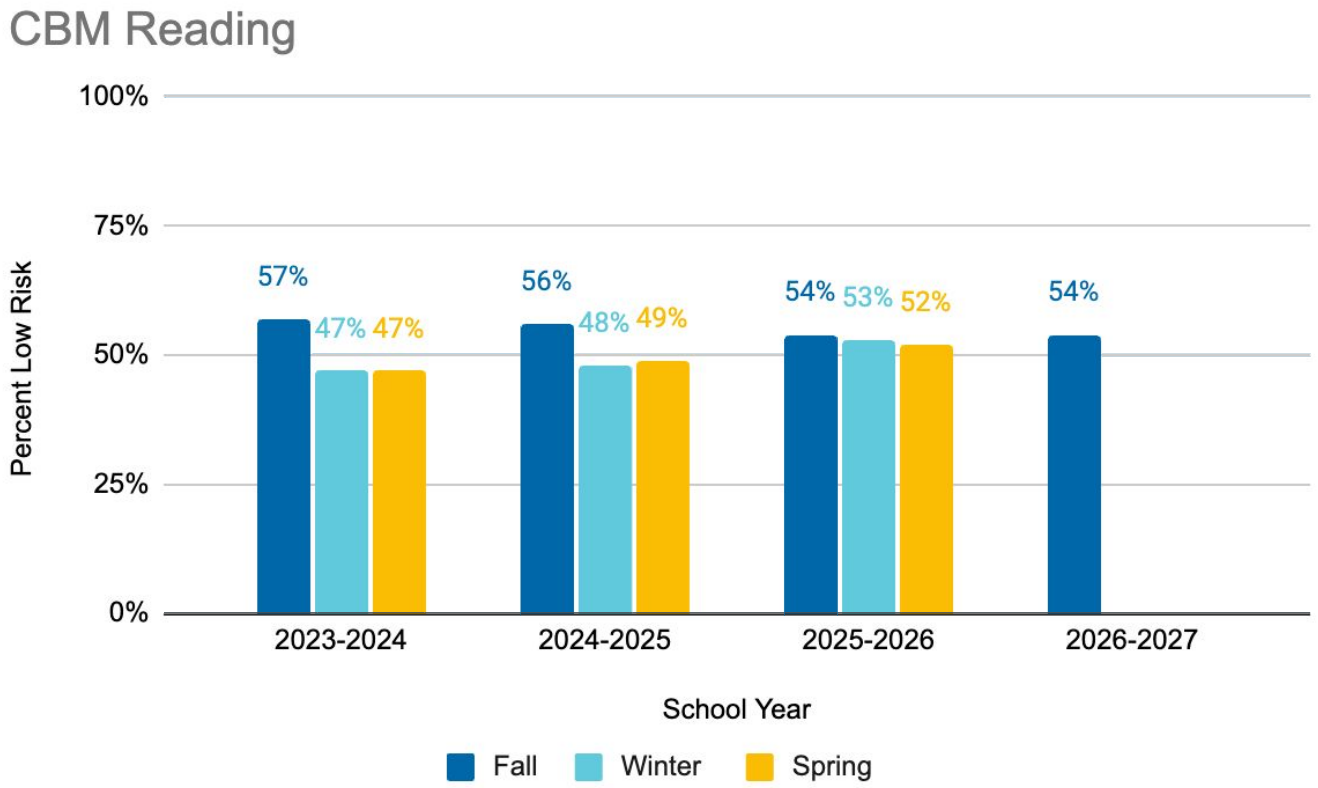
FastBridge early Reading-English: Grades K-1



FastBridge earlyMath: Grades K-1



FastBridge CBMreading-English: Grades 2-3

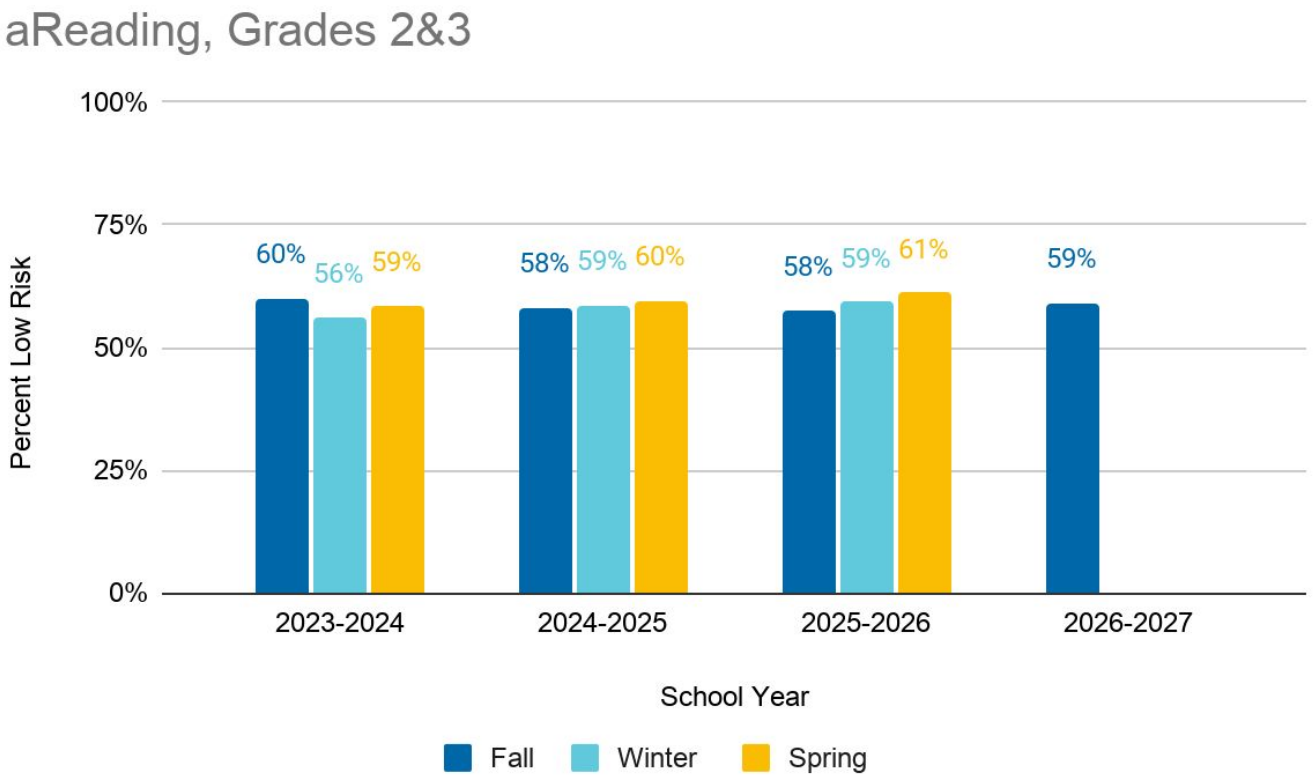


FastBridge aReading: Grades 2-3

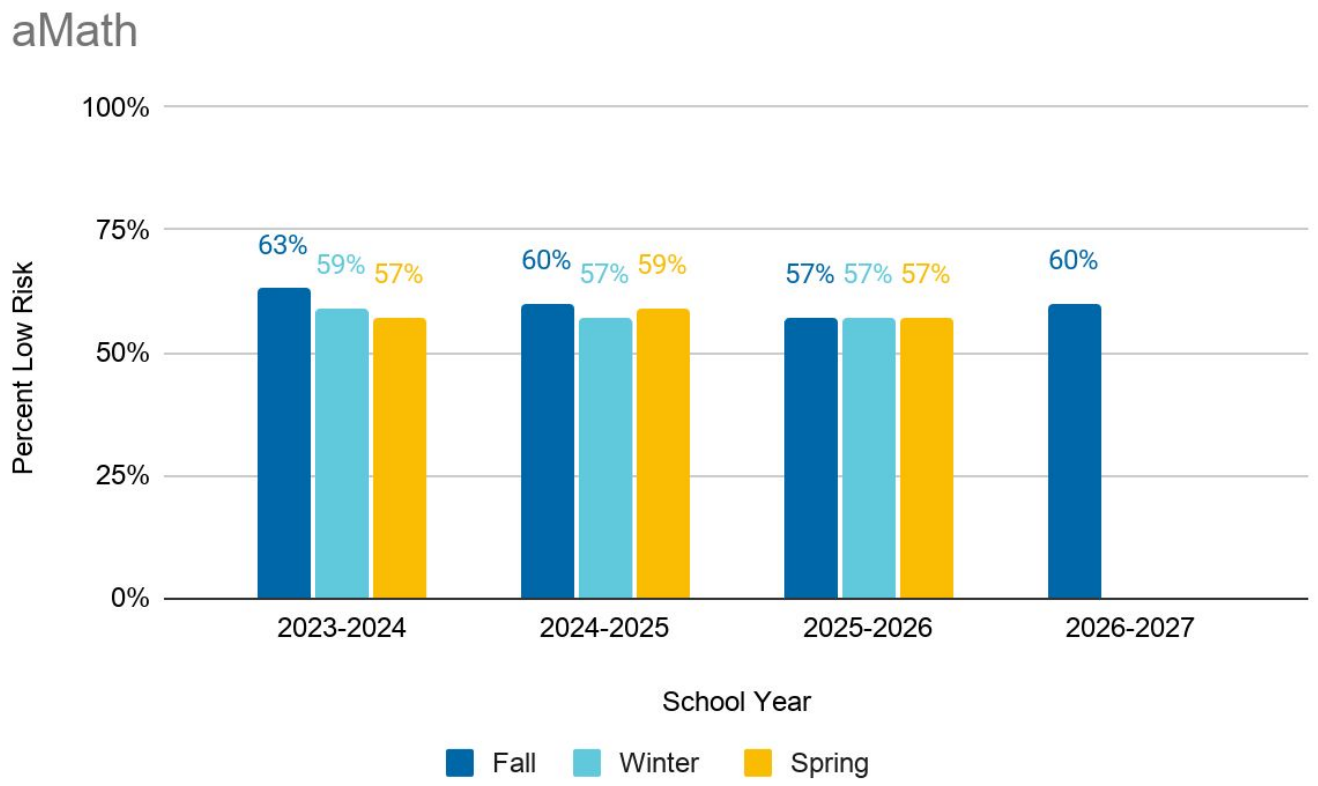
Note:
In previous years, students in grades 2-9 took aReading.

This year, only grades 2 and 3 took aReading, so the longitudinal comparison only includes grades 2 and 3 over time.

This year, students in grades 4-9 took Capti Read Basix



FastBridge aMath: Grades 2-9

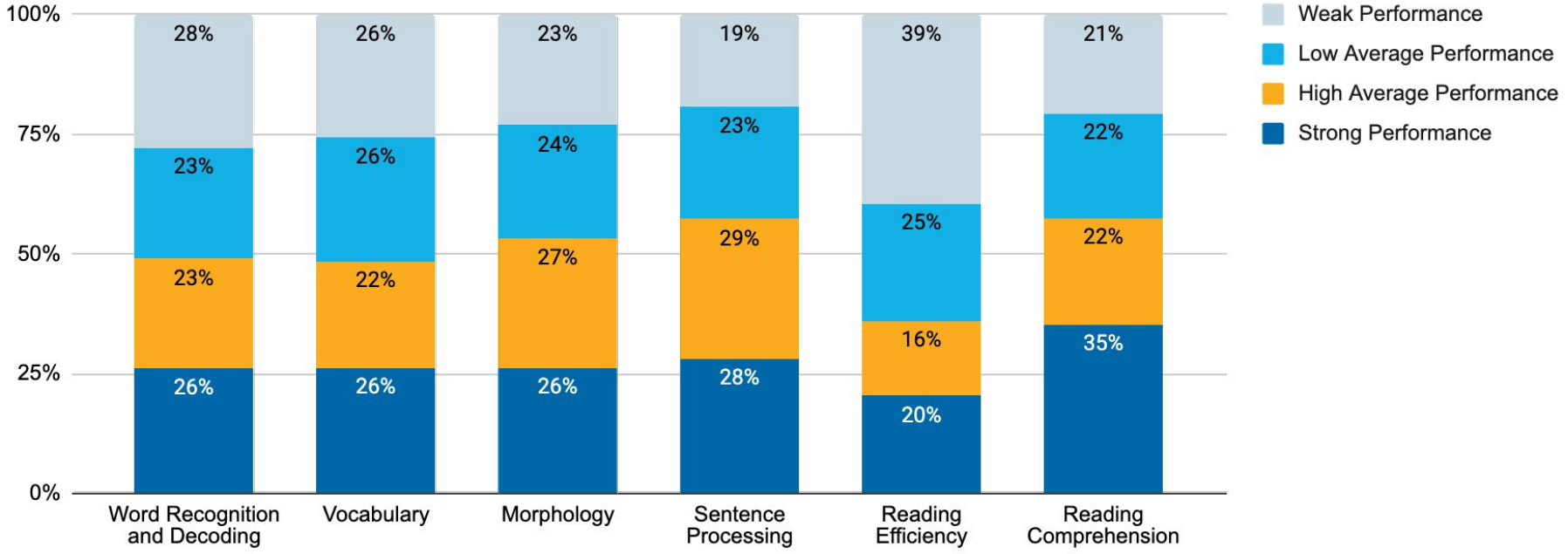


Capti

An assessment tool that helps teachers identify gaps in students' foundational skills in reading. Required by the READ Act.

Capti Read Basix, Grades 4-9

Capti Read Basix, Fall 2026



Using Capti Read Basix Data

FastBridge tells us if/when a student has reading challenges. **Capti** tells us specifically which foundational skill(s) need attention.

It is important to note that a low score on Capti does not necessarily mean a student needs intensive intervention.

Classroom Instruction

Use assessment data to identify patterns in reading performance.

Targeted Support

Identify specific reading skills that need additional practice for some students.

Intensive Intervention

Identify underlying skill deficits, and address root cause through intensive and targeted support.

Note: These three levels of support align with our Multi-Tiered System of Supports

What's Next: Supporting Every Learner

Consistent Curriculum

Implement math and reading materials that support all learners.

Targeted Support

Set goals for the lowest-performing student groups and build a Multi-Tiered System of Supports (MTSS).

Teacher Development

Provide training and coaching in math and literacy.

Monitor Progress

Use classroom walkthroughs and student assessments to guide improvement.

Comprehensive Achievement & Civic Readiness (CACR)

(Formerly World's Best Workforce)

Reporting on the 2025-2026 School Year

Overview of Comprehensive Achievement & Civic Readiness

Formerly the **World's Best Workforce (WBWF)**; renamed by the Minnesota Legislature in 2024.

Requires school district and charter school boards to create **long-term strategic plans** addressing five CACR goals:

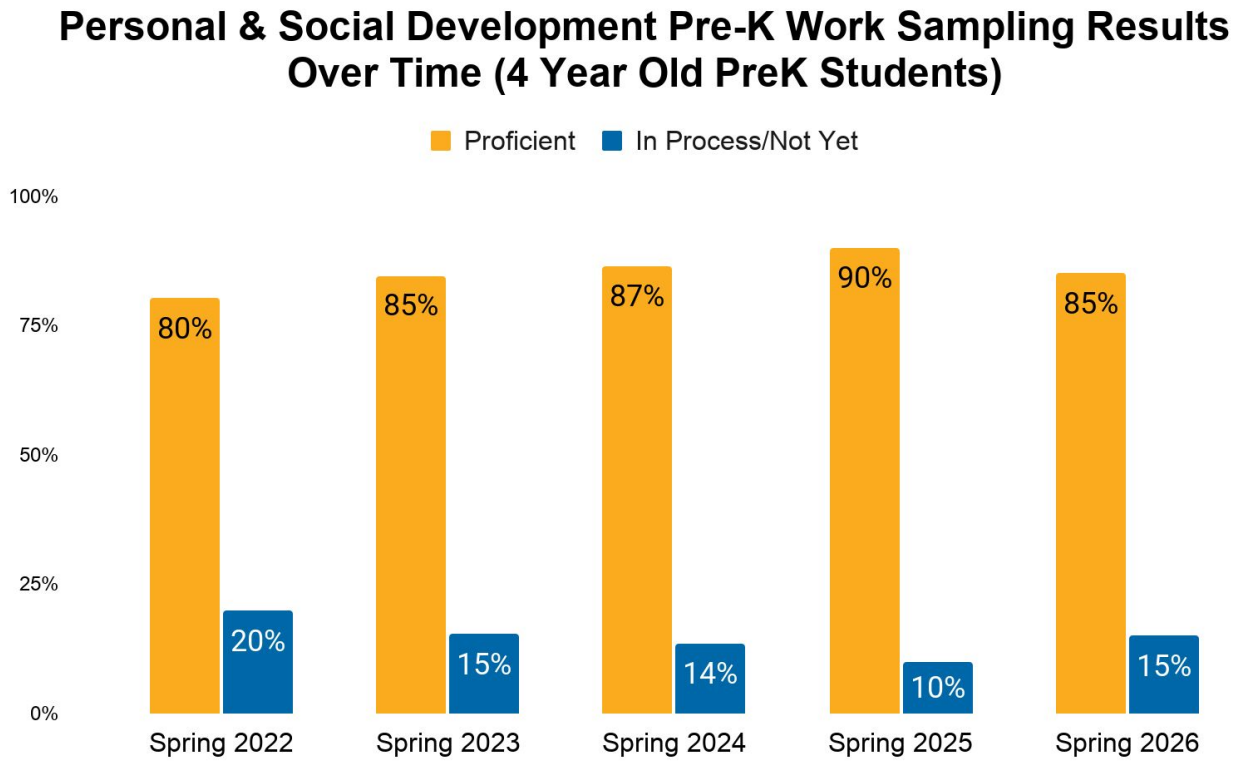
1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. All students are prepared to be lifelong learners.

A **CACR strategic plan** outlines multi-year actions to meet these goals and must use **SMART** criteria (Specific, Measurable, Attainable, Realistic, Timely).

Goal: Children are Ready for School

80% of students in the Hopkins pre-K program will be rated Proficient on the Spring Work Sampling System — **Personal and Social Development Domain**.

Goal Met



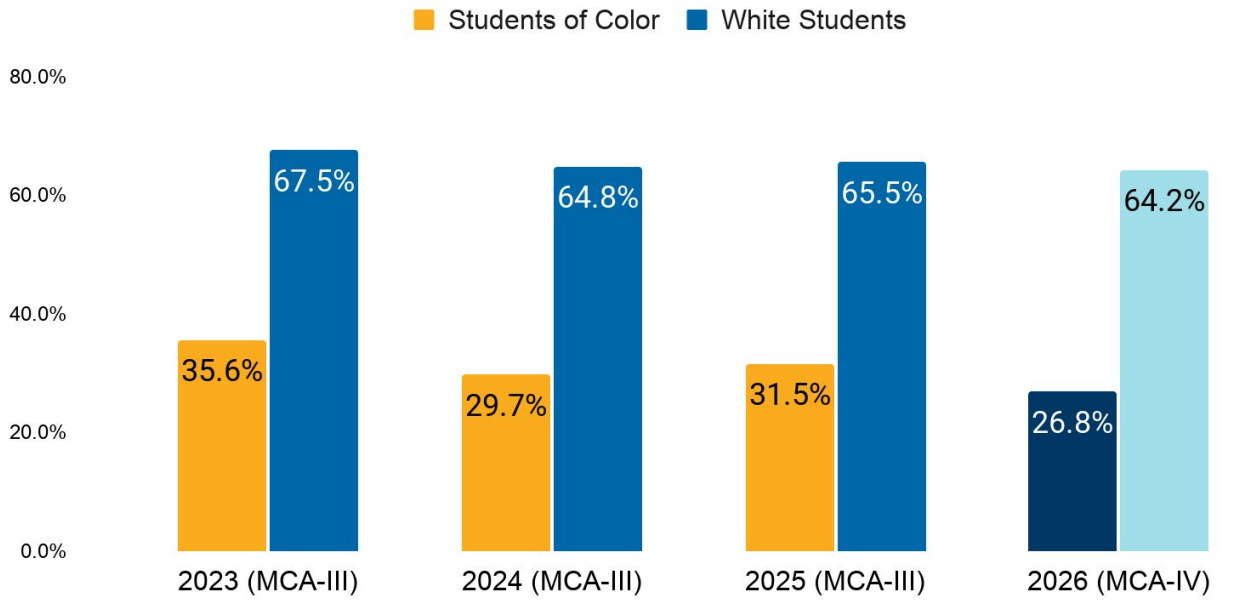
Note: Percentages may not total 100% due to rounding.

Goal: Achievement Gaps are Closed

Reduce the MCA Reading achievement gap between white students and students of color from 33.8% to 31.8%.

Goal Not Met

Proficiency on Reading MCA Scores: Students of Color and White Students (All Grades)

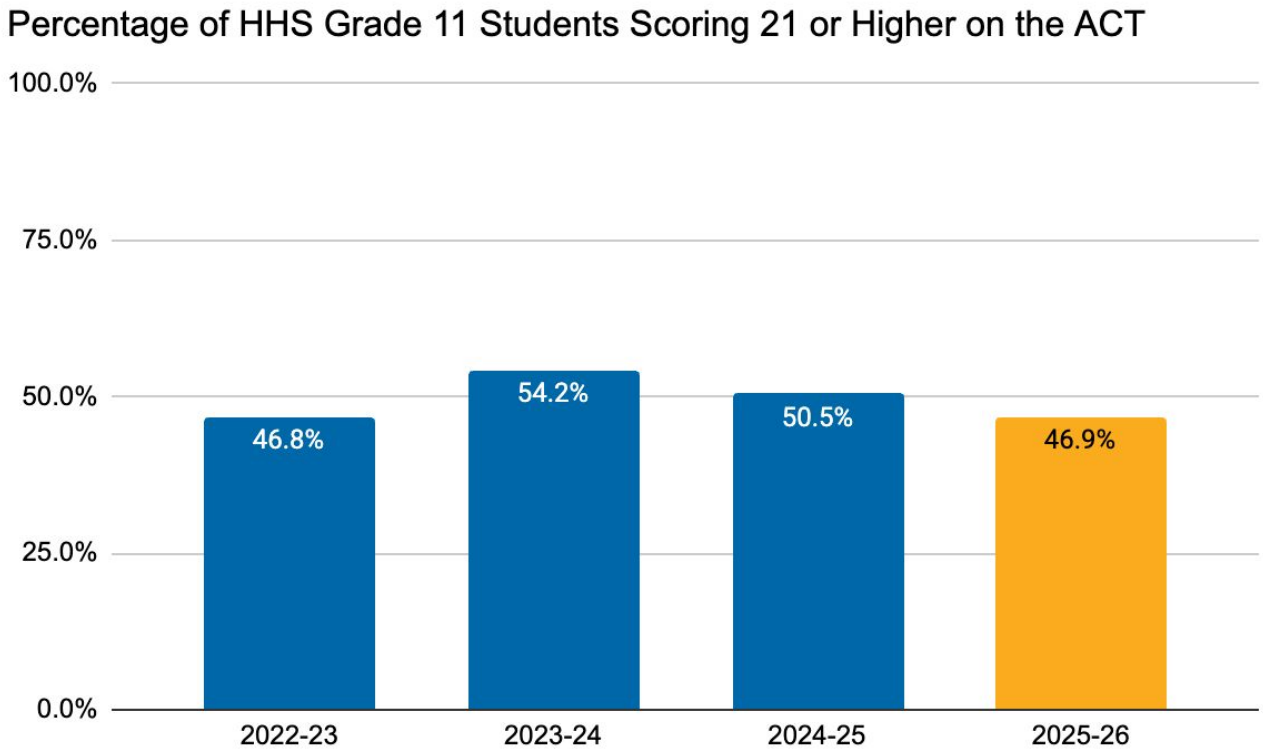


The Reading MCA-IV and Alternate MCA were new assessments in 2026. Results cannot be compared with previous years.

Goal: All Students Are Career and College Ready

The percentage of students in grade 11 at Hopkins High School who meet or exceed a Composite Score of 21 on the April School Administration of the ACT will increase to 48%.

Goal Not Met



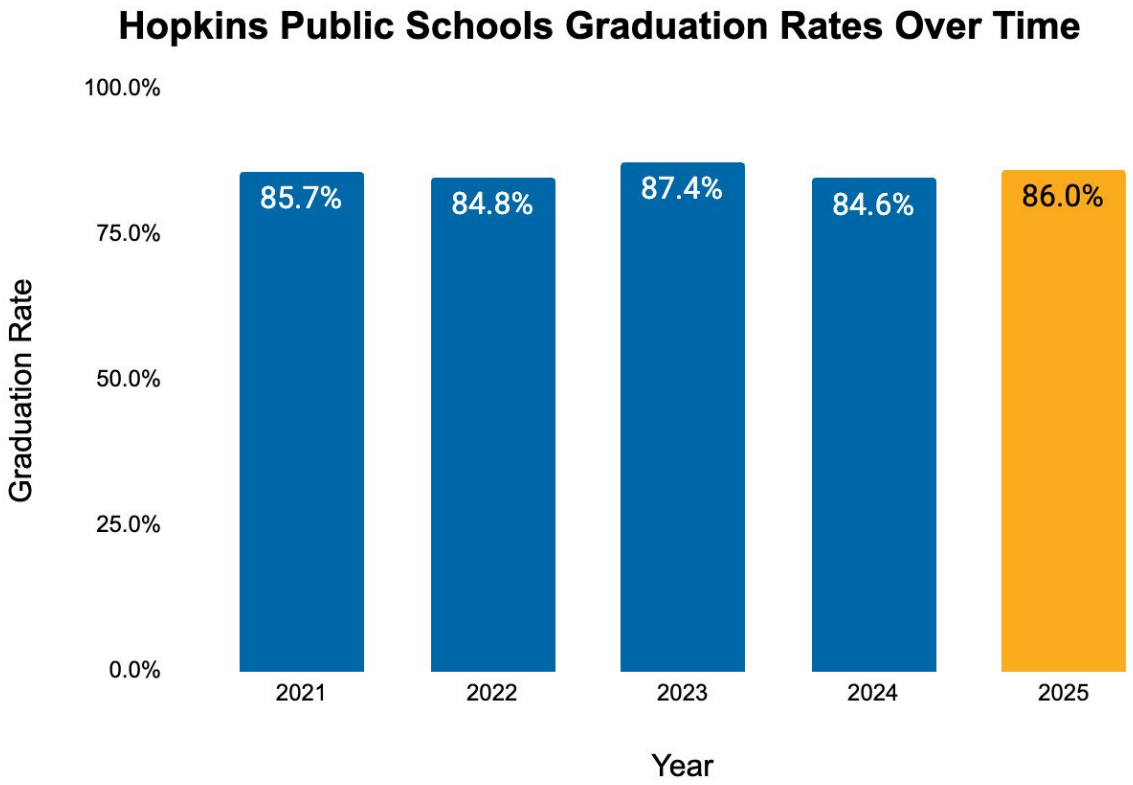
Goal: All Students Graduate

Goal: 100% of students from Hopkins schools graduate in 4 years.

Result: 86% of all students graduated from

Hopkins schools (HHS and VEDU) in four years.
Note: Graduation rates are lagged by 1 year

Goal Not Met



Goal: Students Become Lifelong Learners

By June 2026, our district will select and prepare for the adoption of a new 6-8 core math curriculum that is evidence-based, equitable, and aligned with district learning goals.

Goal Met



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Achievement & Integration Progress Summary

Reporting on the 2025-2026 School Year

Purpose

Purpose of the Achievement and Integration (A&I) program:

- Pursue Racial & Economic Integration
- Increase Student Achievement
- Create Equitable Educational Opportunities
- Reduce Academic Disparities Based on Students' Diverse Racial, Ethnic & Economic Backgrounds

Requirements

Required Goal Areas:

Achievement Disparities

Goal for reducing achievement disparities for specific groups of students excluding groups identified by gender, disability and English learners.

Diversity & Integration

Goal for increasing the racial and economic diversity and integration in schools and districts.

Teacher Diversity

Goal for increasing equitable access to effective and more diverse teachers.

Must be SMART goals: ***S****pecific* • ***M****easurable* • ***A****ttainable* • ***R****elevant* • ***T****ime-bound*

Requirements - Cycle

A&I Plans run on 3-year cycles

Plan Submission

25-26 is year 3 of a plan submitted in spring 2023

Current Outcomes (2025–26)

Tonight's presentation is related to outcomes for 25-26, as aligned to the 24-26 plan

Next Plan Cycle

New plan in place for the 26-27 school year

Reducing Academic Disparities

Goal: 70% of Students of Color (SOC) in grades 3–8 “Meet” or “Low Risk” by EOY 2026, as measured by Math FastBridge Assessment

Year	Benchmark	Results
2023-24	61% of SOC meet target	61% of SOC met target; on track
2024-25	63% of SOC meet target	42.5% of SOC met target; not on track
2025-26	70% of SOC meet target	37% of SOC met target; goal not met

Reducing Academic Disparities

Goal: Increase 4-year graduation rate for Hispanic/Latinx students from 40% to 60% by 2026

Year	Benchmark	Results
2023-24	No benchmark, baseline determined	40% of Hispanic/Latinx students graduated in 4 years *(22-23 data)**
2024-25	50% of Hispanic/Latinx students graduate	72.2% of Hispanic/Latinx students graduated in 4 years; **target exceeded** *(23-24 data)**
2025-26	60% of Hispanic/Latinx students graduate	71.4% of Hispanic/Latinx students graduated in 4 years (24-25 data)*

*Note that graduation data is lagged by one year

Increase Racial & Economic Diversity & Integration

Goal: Grow domains of Panorama survey below 50th percentile by 10 points by 2026

Year	Benchmark	Results
2023-24	Emotional Regulation, grades 3-5: 70th percentile Emotional Regulation, grades 6-12: 60th percentile Sense of Belonging, grades 6-12: 30th percentile	50th percentile 70th percentile 20th percentile
2024-25	Emotional Regulation, grades 3-5: 80th percentile Emotional Regulation, grades 6-12: 70th percentile Sense of Belonging, grades 6-12: 40th percentile	*91% positive responses 50th percentile 30th percentile
2025-26	Emotional Regulation, grades 3-5: 90th percentile Emotional Regulation, grades 6-12: 80th percentile Sense of Belonging, grades 6-12: 50th percentile	*90% positive responses 70th percentile 50th percentile

**Elementary leaders opted to revise questions for 24-25, so we do not have percentiles for these items*

Increase Equitable Access to Effective & Diverse Teachers

Goal: Grow licensed staff of color in teaching, student services, and administration to 10% by EOY 2026

Year	Benchmark	Results
2023-24	5.9%	12.6%; **target exceeded**
2024-25	7.5%	16%; **target exceeded**
2025-26	10%	17.7%; **target exceeded**

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Our Priorities for the Year Ahead

School Board Goals

Advancing Vision 2031 through governance and oversight

Learning & Teaching

- Establish a Board monitoring cycle to review district needs assessment data.
- Approve a shared improvement plan template for all schools and departments.
- Complete Board training on performance metrics for 2027–28.
- Review curriculum resources and academic ROI to guide 2027–28 policy and budget decisions.

School & District Culture

- Strengthen community engagement and safety oversight through school and program visits.
- Participate in Listening & Learning Tours and constituent listening sessions.
- Review safety, belonging, and climate data categorized by student group.

Operations & Finance

- Adopt a proactive annual budget calendar informed by audit findings.
- Receive and accept the annual financial audit in open session.
- Partner with administration to host accessible community budget education sessions.
- Collaborate with CFAC and LAC on state funding advocacy.

Superintendent Goals

Advancing Vision 2031 through district leadership and action

Learning & Teaching

- Complete a Comprehensive Needs Assessment to identify academic, climate and operational priorities.
- Develop and refine a shared Continuous Improvement Plan template with school and department staff for districtwide rollout in 2027–28.
- Map E–12+ curriculum resources and implementation stages, and audit academic ROI to guide adoption, alignment or retirement decisions.

School & District Culture

- Conduct a districtwide Listening & Learning Tour to build relationships, understand community perspectives, and identify academic, social-emotional and operational priorities.

Operations & Finance

- Implement a proactive, transparent budget process with earlier account tie-outs, standardized monthly reconciliation and long-range forecasting to support fiscal stability.

Enrollment Trends

Average Daily Membership (ADM) by Grade (FY22 - FY26)					
Grade	**FY22**	**FY23**	**FY24**	**FY25**	**FY26**
Early Childhood	98.64	107.08	128.19	162.92	181.24
Kindergarten	593.63	545.75	575.57	524.35	487.89
Grade 1	540.91	582.3	534.82	586.13	518.78
Grade 2	543.34	527.64	581.56	528.16	547.9
Grade 3	498.03	526.09	529.05	563.46	503.81
Grade 4	475.09	468.9	517.94	517.95	552.16
Grade 5	467.74	465.75	487.25	528.58	510.27
Grade 6	459.48	459.75	483.29	512.62	550.39
Grade 7	501.86	481.76	472.05	487.56	489.7
Grade 8	554	501.06	498.56	488.71	485.83
Grade 9	526.64	530.94	546.51	522.59	510.24
Grade 10	510.59	525.96	545.03	540.16	512.89
Grade 11	546.63	500.16	512	542.98	513.63
Grade 12	617.46	587.86	532.22	566.08	574.42
Total	**6934.04**	**6811**	**6944.04**	**7072.25**	**6939.15**

Full Report of A&I Metrics

Goal	Metric	Data Point
Achievement: The percentage of 3-8 SOC who 'Meet' or are 'Low Risk' on a Math FastBridge assessment will be 70% by EOY 2026.	Percentage of SOC who were at Meet/Low Risk on aMath at EOY SY26.	37%
	Percentage grades 2-6 who were at Meet/Low Risk on aMath at EOY SY26	37%
	Percentage grades 2-6 who were at Meet/Low Risk on aReading at EOY SY26	41%
	Percentage SOC referred to SpEd by teachers/schools in SY26	7.84%
	Students who received extended-day funding for pre-K and scored 'proficient' on the Work Sampling System Literacy Performance indicator: Demonstrates Phonological Awareness	7 of the 8 students scored Proficient.
	Absenteeism percentage of SOC in extended-day preK vs that of SOC who did not access extended-day preK (but were enrolled in our EC programming)	Goal stated it would be less for those in program and it was
Freedom School	Percentage of Freedom School students who were in attendance 80% of the days for summer 26	85.2%
	Freedom School caregivers' confidence in children's engagement in social action or increase in eagerness to read (survey they are given, Paris would have data)	This data is collected and sent to the National office upon the completion of the program. We do not receive the results until the beginning of November.

Full Report of A&I Metrics

Goal	Metric	Data Point
Achievement: Hopkins Public Schools will increase the percentage of Hispanic/Latinx (SOC) students graduating from 40% to 60% by 2026.	Graduation percentage for Hispanic/Latinx students SY25	71.4%
	Graduation rate for SOC SY25 (most recent data)	82.1%
	Percentage of students in the AVID program (9-12) who participated in AP, advanced CTE pathways, and/or concurrent credit course	58.6%
	Percentage of SY26 AVID graduates qualified for enrollment in a 2- or 4-year college program OR employed in a professional field of practice or entrepreneurial enterprise post-graduation	100%
Integration: In all domains of the Panorama survey below 50th %ile, we will grow 10%ile points over 3 years when compared to like level schools in the national database.	EOY: Emotional regulation grades 3-5 Emotional regulation grades 6-12 Sense of belonging grades 6-12	3-5=90%, no percentile available ER 6-12=70th percentile/51% SB 6-12=50th percentile/55%
	Percentage of behavior incidents that included a restorative response in the resolution SY26: Elementary 29%; Middle School 34%; High School 14%	
	Attendance rate for students that participated in Ready-Set-K summer 26	67%
	Percentage SOC in Ready-Set-K summer 26	85%

Full Report of A&I Metrics

Goal	Metric	Data Point
Integration: Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2025-26 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.	Ready-Set-K progress report RP practices data for year ● What percentage of our responses were restorative? ○ 30% Districtwide ● What is the 3-year picture of our out of school suspension disproportionality? Did it improve over time?	30% districtwide 23-24 377 OSS/11.2% of all resolutions 24-25 357 OSS/12.8% of all resolutions 25-26 227 OSS/11.8% of all resolutions
Teacher Equity: Hopkins will increase our licensed staff of color in teaching, student services, and administration from 5.9% to 10% by EOY 2026.	Percent of SOC as defined in goal for EOY 2026	18.1%
	Percent TOC retained from SY26 to SY27	96.9%
	Percent licensed staff of color start of SY27	17.7%
	Percent of staff that received PD on inclusive & culturally supportive practices to support diverse teachers & learners	37%

HOPKINS
PUBLIC SCHOOLS

School Safety

See Something? Say Something.

Report safety concerns confidentially and anonymously.

www.hopkinsschools.org/safety

- Safety Concerns
- Threats or Concerning Behavior
- Bullying or Harassment
- Other Concerns

Scan the QR code to submit a confidential and anonymous report.

HOPKINS
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Standard Response Protocol

Hopkins Public Schools uses the Standard Response Protocol (SRP) developed by the I Love U Guys Foundation. The SRP is based not on individual scenarios but on the response to any given situation.



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Programs

XinXing Chinese Immersion program

Preschool – Grade 5

Eisenhower Elementary

Chinese immersion offered from preschool through grade 5.

XinXing means “New Star.”

Established in **2007**.

Academic Focus

Learning Through Chinese

Study district academic content through Chinese.

Build speaking, listening, reading and writing skills in Chinese and English.

After Elementary

A Continuing Language Pathway

Chinese immersion at **West Middle School**.

Continued Chinese study, including college-level courses, at **Hopkins High School**.

Juntos Spanish Immersion program

Kindergarten – Grade 5

Alice Smith & Eisenhower

K-5 at both schools.

Spanish immersion preschool at Eisenhower.

Juntos means “Together.”

Established in 2020.

Two-Way Immersion

Learning Together in Two Languages

Native Spanish speakers and peers from other language backgrounds learn together.

Students build academic skills and literacy in Spanish and English.

After Elementary

A Continuing Language Pathway

Spanish immersion at **North Middle School**.

Continued Spanish study, including college-level courses, offered at **Hopkins High School**.

Community Education

Community Programs

- Youth Enrichment & Care
- Early Childhood Family Education (ECFE)
- Hopkins Preschool
- Adult Options in Education
- Adult Enrichment

Kids & Company and BLinK

provide safe, dependable, and developmentally responsive care that supports youth, families, and the Hopkins community throughout the year.

766 Students

Currently Served

6 School Locations

5 elementaries and 1 middle school

Adult Options & Facilities

Adult Options

515 Students

with 47,235.25 instruction hours

Facilities & Rentals

300,000

Projected attendance in spaces (26-27)

- 160 participants in Fit Future & events
- 104,173 pre-event estimated visitors

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International Baccalaureate

Preparing students for higher learning

Middle Years Programme

At West and North Middle Schools, all students take part in the International Baccalaureate (IB) Middle Years Programme, a globally recognized framework.

IB helps students prepare for the future by teaching them how to think critically, be creative, and navigate divergent perspectives.

Hands-On Problem Solving

Students use the design cycle to identify real-world issues, develop solutions, and test their ideas through active projects.

Highlights of Student Learning

Sustainable Energy

Building solar ovens to explore sustainable energy.

Engineering & Testing

Designing and testing cardboard windmills.

Dietary Research & Planning

Creating allergen-free granola bars based on dietary research and ingredient planning.

Career and Technical Education (CTE)

Real-World Learning

Career and Technical Education (CTE) provides hands-on learning experiences that prepare students for careers in various industries. CTE helps students explore potential career paths while developing practical skills that will benefit them in the workforce or postsecondary education. Community and industry partners play a key role in shaping CTE curriculum, providing mentorship and offering students opportunities to interact with professionals.

Each pathway is designed to align with industry needs, ensuring students gain relevant skills that will help them succeed.

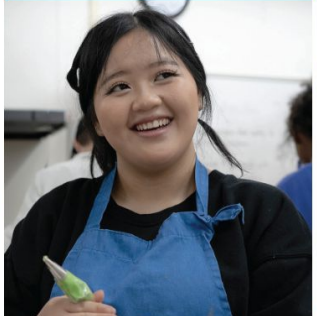
Technology Education



Healthcare



Family and Consumer Sciences



Business Education



Who We Are:
Working Toward Staff Demographics That Reflect Our Students

