



Hanover-Horton Elementary School
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-2016 educational progress for Hanover-Horton Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Cindy Forgiore for assistance.

The AER is available for you to review electronically by visiting the website: <https://goo.gl/HQRLpX> or you may review a copy located in the office.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels.

In regard to the data that can be viewed in the link above, our school has determined some key areas we'd like to focus on to increase student achievement. As we looked at the data, we had to keep in mind the difference between the last couple of year's worth of tests due to the latter ones being more rigorous. The key areas of focus include strengthening the reading skills of our males as well as at-risk students; developing more of an interest with our females in the area of social studies; work with our students more in the areas of economics and government; and most importantly move a percentage of all students in the partially proficient category to the proficient category. To address these challenges, we will continue to monitor the data of all our students, providing interventions to those determined to need the support. In addition, for the second year now, all students in third grade were provided an opportunity to work in a small reading group in the RTI room anywhere from one to four times a week.

State law requires that we also report additional information. This information is as follows:

- Students are assigned based on their grade level. When students successfully complete a grade, they are assigned to the next grade level.
- Our current school improvement plan contains goals in the areas of reading, writing, math, science and social studies. The School Improvement Committee reviews the plan throughout the year and at the end of each year revises according to where our needs indicate. Our data is showing us that we are making improvements in the areas of reading and math. We continue to set goals for improvement in these areas, and will put more focus in the areas of writing, science and social studies to show similar improvement.
- A variety of learning options for qualifying students with special education needs are located at the elementary. This program provides services for those who are learning disabled, cognitively impaired, physically impaired, health impaired, emotionally impaired, hearing impaired, visually impaired or autistic impaired. Some of these services may be provided off site at a center-based program.
- Hanover-Horton Elementary follows the Common Core State Standards set forth by the State. Current textbooks/curriculum are aligned to these expectations. Staff put together pacing guides for ELA and math and are available to view by calling the elementary office.

- Nationally normed achievement tests:

Standardized Test for Assessment of Second Grade Math	
Grade Equivalent Scores	
	Math
Spring 14	3.2
Spring 15	3.1
Spring 16	3.1

Standardized Test for Assessment of Third Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 14	4.8	4.6
Spring 15	4.3	4.4
Spring 16	4.3	4.2

Standardized Test for Assessment of Fourth Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 14	5.1	5.2
Spring 15	5.4	5.5
Spring 16	5.0	5.1

Standardized Test for Assessment of Fifth Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 14	5.9	6.2
Spring 15	5.6	5.9
Spring 16	6.0	6.2

- Parent-Teacher Conference information:

<u>Session</u>	<u>Scheduled</u>	<u>Kept</u>	<u>% of Conferences Held</u>	
Fall 2014	476	453	95%	
Spring 2015*	246	227	92%	*New format

Fall 2015	488	447	92%
Spring 2016*	219	186	85%

We are very pleased with the results and information that we are providing to you. The elementary school continues to monitor the data for each of our students and from this data will continue to refine our curriculum and assessments while providing the necessary interventions. We appreciate the support we receive from home and the community, and hope we can continue this relationship that fosters success.

Sincerely,

Cindy J. Forgione