



## Hanover-Horton Elementary School

131 Fairview, PO Box 395  
Hanover, MI 49241  
(517) 563-0103 or (517) 563-0104  
(517) 563-0160 FAX

January 31, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the 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 Joe Ayers for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.mischooldata.org/AER2019/CombinedReport2.aspx>, or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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.

The data provided from the MiSchool link about, our school evaluated and determined key areas to focus on to increase our student achievement. During our evaluation process, we kept in mind each year the testing continues to increase in rigorous testing. Key areas of focus include strengthening the reading skills of our at-risk students and for all students using informational texts that will help support science and social studies skills; work with our students in economics and government; and continue to move a percentage of all students in the "partially proficient" category to "proficient" category. As we move forward, we will continue to monitor the data of all our students, providing interventions to those determined to need support. In addition, all students in third grade were provided an opportunity to work in a small reading group in the RTI room between two to four times a week.

State law requires that we also report additional information.

1. When students successfully complete a grade, they are placed in the next grade level.

2. Our current School Improvement Plan contains goals in the areas of Reading, Math, Science, and Social Studies. The School Improvement Committee reviews the plan throughout the year, and at the end of each year, revises the plan according to where our needs indicate. Our data show we are making improvements in Reading and Math. We continue to set goals for improvement in these areas, and will put more focus in the areas of Science and Social Studies to show similar improvement.
3. 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 or autistic impaired. Some of these services may be provided off site at a center-based program.
4. Hanover-Horton Elementary follows the Common Core State Standards set forth by the State. Current text materials are aligned to these expectations. The Staff set pacing guides for ELA (English Language Arts) and Math and are available to view by calling the elementary office.
5. Hanover-Horton Elementary uses the STAR Reading and Math test:

<b>Standardized Test for Assessment of Second Grade Reading and Math</b>		
<b>Grade Equivalent Scores</b>		
	<b>Reading</b>	<b>Math</b>
Spring 17	3.2	3.0
Spring 18	3.2	3.4
Spring 19	3.1	3.3

<b>Standardized Test for Assessment of Third Grade Reading and Math</b>		
<b>Grade Equivalent Scores</b>		
	<b>Reading</b>	<b>Math</b>
Spring 17	4.4	4.3
Spring 18	4.2	4.8
Spring 19	4.8	4.3

<b>Standardized Test for Assessment of Fourth Grade Reading and Math</b>		
<b>Grade Equivalent Scores</b>		
	<b>Reading</b>	<b>Math</b>
Spring 17	4.9	5.0
Spring 18	4.5	5.3
Spring 19	5.4	5.3

<b>Standardized Test for Assessment of Fifth Grade Reading and Math</b>		
<b>Grade Equivalent Scores</b>		
	<b>Reading</b>	<b>Math</b>
Spring 17	5.8	5.9
Spring 18	5.7	5.6
Spring 19	5.6	6.4

6. Parent-Teacher Conference information:

<u>Session</u>	<u>Scheduled</u>	<u>Held</u>	<u>% of Conferences Held</u>
Fall 2018	516	493	96%
Spring 2019	209	188	90%
Fall 2019	517	489	93%
Spring 2020	TBD		

The teachers, staff, and administration are very pleased with our students' results, and continue to work with our parents and guardians to ensure our students continue to receive the best education. We strive to improve our curriculum to deliver the right challenges and increase our students' knowledge. The support from the families and community help establish the foundation needed for our students, and we look forward to their future achievements.

Sincerely,

*Joe Ayers*

Principal