



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 2016-17 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 Forgione for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mischooldata.org/AER2018/CombinedReport2.aspx> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. 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 those 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, all students in second and 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:

- 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 text materials 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		
	Reading	Math
Spring 15		3.1
Spring 16		3.1
Spring 17	3.2	3.0

Standardized Test for Assessment of Third Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 15	4.3	4.4
Spring 16	4.3	4.2
Spring 17	4.4	4.3

Standardized Test for Assessment of Fourth Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 15	5.4	5.5
Spring 16	5.0	5.1
Spring 17	4.9	5.0

Standardized Test for Assessment of Fifth Grade Reading and Math		
Grade Equivalent Scores		
	Reading	Math
Spring 15	5.6	5.9
Spring 16	6.0	6.2
Spring 17	5.8	5.9

•Parent-Teacher Conference information:

<u>Session</u>	<u>Scheduled</u>	<u>Held</u>	<u>% of Conferences Held</u>	
Fall 2016	503	480	95%	
Spring 2017*	215	201	93%	*Different format
Fall 2017	501	469	94%	
Spring 2018*	228	192	84%	

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

