

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 9653

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 19
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	46	74
1	39	32	71
2	43	42	85
3	41	26	67
4	40	47	87
5	47	29	76
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			460

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
2 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	12
(4)	Total number of students in the school as of October 1, 2011	460
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 12%
 Total number of students who qualify: 56

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 8%
 Total number of students served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>6</u>
Paraprofessionals	<u>7</u>	<u>3</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>3</u>
Total number	<u>35</u>	<u>12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Hanover Elementary School's Mission Statement:

Making a difference by preparing all students for a successful future in a changing world.

Hanover's Core Values:

- All students can learn, though at a different rate and in different ways.
- We are in the business of lifelong learning. All of our actions must be measured by our success in achieving this goal.
- Maximizing learning requires innovation, risk-taking and the ability to change.
- All staff has a critical role in enhancing student development.
- Honesty, integrity, fairness and ethics in all aspects of the district.
- Continuous improvement is essential.
- Intolerance for anything short of the very best.

Hanover Elementary is part of the Buffalo-Hanover-Montrose School District and is one of the six, K-5 elementary schools that “feed” into the Buffalo Community Middle School. We have a student population of approximately 460 students with less than a 5% diversity rate and a free or reduced lunch rate of less than 12%.

We currently have three sections each of first and second grades. Several years ago our primary teachers began the process of “looping” with their classes. This means that they stay with same group for two years and then “loop” back to start over with another group of first graders. Parents and teachers both feel this is extremely beneficial as teachers begin the second year already knowing their students and their parents very well. It’s not uncommon to see them back into their routines the second or third day of school. Our third, fourth and fifth grades are more traditional as students have a different teacher at each level. We also offer a fee based all-day kindergarten option for our parents.

Hanover Elementary has several traditions worth mentioning:

- A Monthly Recognition Program
- Daily Announcements by students
- Hanover Volunteer Fire Department comes yearly to give a presentation on Fire Safety/Prevention.
- PTO sponsored events like: barn dance, sock hop, carnival, bingo, and movie night.
- 2nd and 4th grade music programs with performances for the entire school body in the afternoon and an evening performance for the families and community.
- Celebration of American Education Week

- Ringing of the original school bell on the first and last day of school. The Hanover Historical Society donated this bell to the school in 2007.
- End of the year all school picnic.

Several things stand out when we think of our school's strengths. Many substitute teachers and visitors comment on the positive feeling they get when they walk through the door. They sense a caring, dedicated staff and a respectful atmosphere that is above and beyond what they normally encounter.

When students go on field trips, teachers often hear comments like: "Those are some of the best behaved, most respectful kids we've seen;" "We look forward to your group each year;" and "How do you get them to behave so well?"

Our students are held to high standards and generally live up to these expectations.

Another strength is our commitment to community service projects. For years our fifth grade and some primary classrooms have baked cookies for soldiers overseas. The students are so excited to get letters from servicemen and women who receive the cookies. This same group of students also bakes pumpkin pies for the local food shelf around Thanksgiving time. Some other examples of community service projects are: book drives, toy and clothing drives, fundraisers for schools or towns impacted by disasters, and Trick-or-Treat for UNICEF.

Our PTO (Parent-Teacher Organization) and parent volunteers also need to be mentioned as they provide/fund many "extras" for our students. We currently have a resident artist and we also just held a family movie night. Both of these are sponsored by our PTO. They are also planning an engineering night and school carnival this spring. There are several volunteers in our school every day helping in a variety of ways.

Of course we are very proud of caring and dedicated staff whose focus is not just on test scores, but more importantly, helping each student reach his or her full potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Minnesota Comprehensive Assessments (MCAs) are administered at grades three, four, and five in the areas of reading and math each spring. Fifth grade students are also assessed in science. The performance levels are divided into four categories: Does Not Meet Standards (D), Partially Meets Standards (P), Meets Standards (M) and Exceeds Standards (E). Hanover Elementary School strives to have 90% + of our students meet or exceed state standards. In the past five years, Hanover Elementary has well exceeded the state average in all areas and at all levels. Last year 87.6 % of our students met or exceeded the state math standards compared to the state average of 70.1%. In reading 92.3% of our students met or exceeded the state standards compared to the state average of 77.8%.

Our state also analyzes our data and provides us with a Multiple Measurement Rating (MMR). This rating is broken into three categories: Proficiency, Growth, and Achievement Gap Reduction. This past year we ranked at the 99th percentile in Proficiency, the 95th percentile in Growth, and the 94th percentile in Achievement Gap Reduction. We are very proud of these accomplishments and hope to maintain this high level of achievement.

Reading: When you look at Hanover Elementary's assessment data you'll notice that our reading test scores have been consistently high over the last five years. Last year, 93.2% of our third, fourth and fifth grade students met or exceeded the state standards. While each grade had achieved a 90% or higher rate in a previous year, this was the first year all three grade levels had at least 92% of their students meet or exceed the state reading standards. Ninety percent of our students receiving free or reduced lunch (FRL) also met or exceeded state reading standards. We did have three sub-groups (note the very small student numbers in these groups) fall more than 10 percentage points below the building reading achievement levels. In these cases, we diagnose each student's areas of deficiency and provided small group or individual interventions based on their needs and then closely monitor their progress.

Our success in reading can be attributed to two main factors. First, highly qualified teachers provide a balance of both whole group and small group instruction. When students are not in small group instruction, they participate in "Daily 5" activities based on the work of Gail Boushey and Joan Moser. The goal of this program is to foster literacy independence by keeping students engaged in relevant reading activities. The small numbers of students who fall below grade level expectations receive additional support through RTI (Response to Intervention). Students placed in RTI Tier II receive interventions based on their specific needs a minimum of three times per week. Their progress is monitored every two weeks and interventions are modified to insure success. If the student does not make adequate progress, the teacher comes to our building PST (Problem Solving Team) to discuss what's been tried and to solicit additional ideas for Tier III Interventions, which then happen 30 minutes a day five days a week. The final step would be to make a special education referral to see if the student would qualify for services.

Math: In 2011 Minnesota changed the Math MCA to reflect the 2007 Standards. Because of this change we can really only compare the last two years. It is also difficult to compare year to year since it is a different group of students and our sample size is relatively small. Our 5th grade students had the most noticeable gain last year as 91.3% met or exceeded state standards compared to the state average of only 61.5%. In math, Hanover Elementary did have four sub-groups fall more than 10 percentage points below our building math achievement level. We take the same approach in math as we do for reading with students not meeting grade level standards. We diagnose areas of deficiency, provide small group or individual interventions based on their needs, and then monitor progress.

2. Using Assessment Results:

Our state tests are called the MCAs (Minnesota Comprehensive Assessments). They are administered in grades three, four, and five for both reading and math. Our fifth graders also take a Science MCA. These assessments are designed to measure proficiency on the state standards and are given in the spring of the year. Unfortunately, individual student results are not usually available until the following fall at which time they are mailed to parents. The MCA results are published in the local paper as well as the district publication that is mailed to every household in the district.

In September, students in grades 2-5 take the MAP Test (Measurement of Academic Performance) in both reading and math. Teachers receive grade level, class and individual reports soon after the assessments are completed. These reports include spring target scores for every student. It also breaks the subjects into skill areas so grade level PLCs (Professional Learning Communities) can identify areas of strengths or needs and then plan instruction accordingly. Individual student test results are shared with parents at conferences in October. These MAP tests are given again in May and the results are sent home with students the last day of school along with their report cards. They are also published in our district newsletter.

Every August the Building Leadership Teams (BLTs) from across the district meet for a Data Retreat. Our district assessment coordinator begins by sharing the previous year's assessment results, both the MCAs (Minnesota Comprehensive Assessments) and the MAP (Measurements of Academic Progress - by NWEA). Our district curriculum coordinator then shares district goals for the upcoming year based on these results.

Each school then receives their building's test results and is given time to analyze the data to identify areas of strength and highest areas of need. BLTs begin the process of developing a SIP (Site Improvement Plan) that includes goals based on their biggest areas of need and strategies to attain them. The Data Retreat concludes with each building presenting a brief summary of its SIP. The Hanover Elementary BLT continues to work on SIP with input from each grade level. It is then shared with the entire staff and monitored throughout the school year.

While MCA results do give us some important information on how well our school and district is addressing state standards and MAP results help document growth for all students, they are really just "Assessments Of Learning."

What drives classroom instruction are our formative assessments or "Assessments For Learning." Classroom teachers no longer grade every daily assignment or keep track of "total points" in each subject area. Instead they use daily assignments to check to make sure students understand concepts and are demonstrating mastery of the skills taught. Hanover teachers realize it's not about "teaching," it's about "learning". If students struggle on assignments, teachers reteach and provide additional support until students understand. Students are also not allowed to "fail" tests. Individual or small group remediation is provided and students are given another opportunity to show what they know.

Teachers meet in their PLCs to examine test results and share successful teaching strategies. They also use this time to make instructional decisions on how they will flexibly group students based on needs and on what types of interventions will be provided. We do building-wide oral fluency probes three times a year to provide PLCs with data for designing specific reading interventions (RTI). Students receiving Tier II or Tier III interventions are monitored every two weeks to ensure progress is being made. If not, new interventions are tried.

Students use Lexia Reading and IXL Math web based programs to practice reading and math skills on the computer. These programs provide immediate feedback for students so they don't practice the skills incorrectly. These programs also provide reports to teachers so they can monitor progress.

3. Sharing Lessons Learned:

Hanover Elementary teachers have many opportunities to share with colleagues. Our school district uses Google Docs to allow teachers to share ideas, information, resources and current best practices with grade level peers at the other schools within our district. Examples of this have been Smartboard lessons, Internet sites that support curricular areas, and assessments. As a building we used Google Docs to do a book study on, "Strategies for Teaching Boys & Girls." Teachers read a chapter and then posted their thoughts on the shared document. Teachers also responded to each other's comments. Our school district also uses grade level pull-out days where teachers across the district meet to discuss curriculum, state standards and share teaching strategies like: "The Daily Five," "Words Their Way," and iPad applications and other resources.

For the past three years our district has used one of the staff development days for technology training. Any staff member can choose to present on a topic. Teachers are then given a list of classes and choose which ones to attend. Several Hanover teachers have used this opportunity to share their expertise. Hanover teachers are also encouraged to share their expertise in given areas during staff meetings. In the past month, teachers have shared how to access RTI forms and record probe data and how to create reading tests using Google Docs so that grade levels can do an item analysis of the test results.

One of our teachers recently gave a Google Doc presentation at a state technology conference. Several Hanover Elementary teachers have completed their Master's Degree Programs. While attending classes they were given many opportunities to share many ideas and strategies with other teachers in the program from around the area.

4. Engaging Families and Communities:

Hanover Elementary families, and the community of Hanover, are very much involved in our school and contribute to our success. First of all, parents and community members volunteer in our school in a variety of ways. In grades K-2, we run a school store called "Hornetdale." Students earn play money for a variety of reasons and keep it in a pouch along with their savings book. They then make weekly visits to Hornetdale where they meet one on one with a volunteer to count their money and review the values of coins and currency. They then get to shop or save. Students can even buy lunch with their teachers or the principal. By the time students are through with second grade, they have a very good grasp of their money skills.

Many of our primary classrooms also use volunteers to help students in the area of reading and math. You can walk down the hall almost any day of the week and see students reading to volunteers or practicing math skills. This additional support is invaluable, especially in times when school resources are limited.

Our families are also very supportive in following up at home. The school/home communication is outstanding and parents do a wonderful job of making sure homework is done and that teachers are supported. Teachers communicate with families in a variety of ways including web pages, newsletters, daily planners, emails or phone calls.

Nearly 100% of our parents attend parent-teacher conferences and in 5th grade, part of the conference time is student-led. Our first and second grade teachers also offer a "Curriculum Night" and a "Portfolio Night" where students get the opportunity to show their parents what they have been doing.

The PTO (Parent-Teacher-Organization) and community organizations also provide many additional opportunities for our students. For example:

- Art Residency - local artist provides drawing instruction for every classroom.

- Folk Dance Residency - Week long residency where students learn folk dances and it culminates with an evening “Barn Dance”.
- Horizontal Climbing Wall donated by the Hanover Athletic Association.
- Engineering Night
- Roller Skating Residency
- Art Adventures - parents/community members receive training at the MN Institute of Arts and then present pictures of art exhibits to each classroom. Our fourth graders then take a field trip to the Art Institute.
- Hanover Volunteer Fire Department comes annually to present on fire safety and prevention.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Hanover staff members participate on district curriculum teams with teacher representatives from every elementary school in the district. Together the teachers recommend curriculum and instructional resources to align with state academic standards in all content areas. If the state doesn't have standards for a content area, then national standards are used. Along with aligning curriculum to the standards, staff also rewrote the standards and benchmarks into "kid friendly" language to assist students and parents in knowing what is expected at each grade level. These "kid friendly" benchmarks will serve as daily learning targets.

For literacy instruction, the district uses Literacy by Design as its core program to support the instruction of standards. This program has eight key comprehension strategies that are taught at all elementary grade levels of kindergarten through grade five. Each grade level builds upon the previous one and provides a strong foundation of reading comprehension.

enVisionMATH is the core program that provides a technology enhanced mathematics experience. Just recently, the US Department of Education's Doing What Works Clearinghouse validated the research of Pearson's enVisionMATH, suggesting that there is strong evidence of its effectiveness in increasing student achievement.

The district's continuous improvement plan cycle is aligned with state standards adoption to ensure that the schools are informed and that students are being prepared for the future. In science, FOSS kits are used at most grade levels to provide a hands-on experience for students. In fifth grade, Pearson Interactive Science is used to support the strong knowledge base needed before transitioning to the middle school.

In social studies, the district currently uses TCI's Social Studies Alive and History Alive. The Minnesota State Social Studies Standards are currently going through the state's approval process. The district is working to make sure that staff has the materials they need to best support the learning of the standards by students.

For other content areas like physical education, health, and the arts a similar process is followed. At the forefront of aligning standards is always the question on how to best meet the needs of all students.

Unique to Hanover Elementary School is an opportunity to obtain artist-in-residence training through a community artist. Starting in kindergarten through fifth grade, students use knowledge from previous years to learn the various aspects of art. Along with this, Hanover parents spearhead the Art Adventures Program, through the Minneapolis Institute of Arts, so that students may develop an interest in art appreciation with works found at the always-free Minneapolis Institute of Arts. Hanover Elementary also hosts after-school activities which include science, art, music, Spanish, and chess.

The Minnesota State Science Standards emphasize engineering and Hanover wants to support this by creating and offering a hands-on inquiry-based evening event for families to learn more about engineering and inquiry.

State standards in all areas of the curriculum are written in "kid-friendly" language in order for students to understand what they are to learn on a daily basis. Each curricular area has a committee with each grade level represented to ensure that all standards are addressed. Because there is a member on each committee from each grade level, reporting is streamlined and information is disseminated easily.

2. Reading/English:

Our school district adopted “Literacy by Design” by Rigby five years ago. It was chosen because it is a well-balanced program that provides a solid foundation of phonics while also focusing on reading comprehension. It is a spiraling curriculum that builds on the content and skills of previous grade levels while exposing students to the variety of genres found in literature and it aligns very well with our state standards.

Primary students also are expected to know the first 300 words from the Frye Sight Word List by the end of second grade. Many students far exceed this expectation and in some cases, know as many as 2000 words. Students are individually assessed on these sight words at least three times a year by their teacher, instructional para-professional, or a volunteer.

All grade levels have whole group instruction that centers on a theme and specific skills in conjunction with targeted instruction in guided reading groups using fiction and nonfiction leveled readers. This small group instruction is designed to meet the needs of students at all ability levels. Teachers have access to leveled readers for their small group instruction.

We conduct building-wide fluency probes three times a year to help identify students who may need additional support through RTI (Response to Intervention). Any student who falls below the 25th percentile on this probe and/or also struggles on other assessments receives Tier II interventions based on their specific needs. These interventions are provided during small group instruction. These students are assessed every two weeks to monitor progress and the effectiveness of the intervention. If there is no progress, the teacher meets with the building Problem Solving Team to discuss possible Tier III interventions which are more intense.

While teachers provide small group instruction, the rest of the class is participating in “Daily 5” activities based on the work of Gail Boushey and Joan Moser. This involves: Read to Self, Read to Someone, Word Work, Work on Writing and Listen to Reading. Grades three through five use only Read to Self, Work on Writing, and Read to Someone activities, but also incorporate Literature Circles and novel studies to meet individual needs of students.

All grade levels have clearly defined writing guidelines and expectations. Many teachers use “The Six Traits of Writing” rubrics for evaluating and writing and providing feedback to students.

3. Mathematics:

We have been using the enVisionMATH curriculum for the past three years and have been extremely pleased with the results as it provides students with a deep understanding of math concepts at a high rigor level. It also provides online support resources for teachers and parents. The curriculum is divided into topics and our state standards are referenced at the beginning of each unit and lesson. It is very much a hands-on program as there is an abundance of manipulatives and activities to keep students actively engaged in learning to build understanding. Some teachers use parent volunteers to help with center activities to reinforce skills that have been taught. The program also provides additional resources for remediation and enrichment at all grade levels.

Some teachers/grade levels pre-test students on each topic. Students are then flexibly grouped for that topic and instruction is tailored to the groups’ or, in some cases, individual student’s needs. By doing this, high-ability students are challenged and additional support is provided to those who need it. Since teachers monitor students’ understanding closely through daily assignments, most students are successful on Topic (unit) Assessments. In the event a student isn’t successful, the teacher examines the test data to determine what further remediation is needed. After this additional support is provided, students are re-assessed.

In addition to the enVisionMATH curriculum, our building also uses IXL Math, a web-based program that aligns very well with the enVisionMATH curriculum and the Minnesota State Math Standards. We use it to provide additional practice on skills and for enrichment, as students can access skills above their grade level. Since it is web-based, students can access the program at home. It also provides detailed reports for teachers so that they are able to track their students' progress.

We have a strong belief in the importance of math fact mastery as a necessary foundation for acquiring more complex math concepts. Each grade level has clearly defined learning goals in these areas and use a variety of resources to help students master these skills. Teachers track students' progress on these goals and involve parents with helping their child become proficient with their basic facts.

4. Additional Curriculum Area:

Our music program curriculum is based on the K-5 National Standards for Music. We have a licensed music teacher who sees our all-day kindergartners and first and second graders every other day for 35 minutes. Students in grades three through five have music for a 50 minute block every third day.

Our music program supports our Mission and Core Values in a variety of ways.

- It exposes students to a variety of cultures through music. Our PTO has donated thousands of dollars over the years to help our music teacher collect musical instruments that are used throughout the world. All students get the opportunity to play these instruments as they learn about music from different cultures.
- Every third year, the PTO funds a folk dance week. During this week, a folk dance specialist comes to teach the whole school about folk dance and traditions. Students in physical education and music classes partner together to learn folk dances and culminate the week with a community "Barn Dance," performing the dances learned throughout the week.
- Students in second and fourth grade present annual musicals that require setting goals, reading music, listening to, analyzing and describing their performance and working together as an ensemble.
- Fifth grade students perform a Revolutionary War Choral Reading every November which includes a number of Patriotic songs that are learned during music class. This connects the 5th grade social studies curriculum to music history.
- Students in grades 1-5 focus on one Patriotic song per month and then perform together at our monthly, all-school Recognition Program.
- Daily music classes focus on partnering together in groups, working for and with the ensemble. We relate current and past events to music learning as it relates to community and school values.
- Music learning supports classroom instruction such as connections with the alphabet, math, social studies, science and reading.
- Our music program emphasizes using active listening skills partnered with working together to create a finished product.
- The music program uses a kinesthetic approach to engage kids in music learning. Kids think, feel and do music.
- Technology is used in the music room including a SMART Board, a document camera and a music iPod. Many YouTube examples are included as part of our curriculum, engaging music learning by watching quality performances.

Our music program definitely makes a difference helping “prepare all students for a successful future in a changing world.”

5. Instructional Methods:

Teachers at Hanover Elementary School realize that students learn at different rates, thus the use of differentiated instruction, especially in the areas of reading and mathematics, is the most viable option in making sure that all students learn to their top-most potentials.

In reading, differentiated instruction is accomplished by placing students in flexible ability groups, based on Measures of Academic Progress (MAP) reading test results, benchmark tests provided by the Literacy by Design reading series, as well as topic tests and daily reading work. Students with similar reading abilities are placed in “small reading groups” of approximately 4-6 students per group. Since the groups are flexible, students may move from group to group based on daily work and assessments, both formal and informal, usually at increments of eight weeks. Because the group size is minimal, more emphasis can be placed on specific strategies to best help students in each group.

Math differentiation is in the form of Response to Intervention techniques similar to the reading small, flexible groups. Students are pre-tested in many cases, and when a student shows mastery, he or she may independently work on class assignments, thus freeing up time to delve into other math-related endeavors on the computer, or may be encouraged to pursue a math unit at a higher level, or what may only be “touched on” in the math book (for instance, Roman Numerals). Students work in small, flexible groups as well in math, where some students work on grade level materials, while others work above grade level on accelerated material, or below grade level on re-teaching strategies.

Technology plays a role in teaching methodology at Hanover Elementary. The use of SMART boards has enabled students to get up and rearrange words and icons in order to show mastery of concepts. Document cameras have replaced the overhead projectors of the past, leading to greater understanding through interactive learning.

Much scaffolding is in place to ensure students learn. These supports are in the form of people as well as in technology. Hanover has a number of ESPs (education support para-professionals) who assist teachers in making sure students are up-to-speed, by meeting with small reading and math groups. Peer tutors are used effectively by pairing an upper and lower grade student. Parent volunteers help as well by having students read to them, do math flash cards, etc.

Laptops, iPads, and computers enable students to practice skills taught in the classroom.

6. Professional Development:

Professionalism is a goal strived for by all teachers of Hanover Elementary School. This is particularly evident when looking at the advanced degree statistics of teachers at our school. Seventy-eight percent of the teachers at Hanover Elementary hold a Master’s degree, while sixty-one percent have earned credits well beyond the Master’s level. When experience is considered, the average experience of a teacher at Hanover Elementary School is 20.9 years. Because of the professionalism exhibited by the teaching staff as well as the school’s administration, the teacher turnover rate is very low. Once a teacher is involved in the lifelong learning that Hanover promotes, he or she holds onto that position, knowing that they are a valued asset to the school and its children.

Many of the teachers at Hanover Elementary hold certifications and licensures beyond elementary education. Some of the areas include: Kindergarten, coaching, Special Education, Communication Arts and Literature, Gifted Education, and technology. These ancillary licensures and certifications bring a level of expertise to the Hanover campus, as there are “go-to” persons on the staff when a particular need is to be met.

Hanover teachers are involved in the district's program improvement process. A teacher from each grade level and each school in the district represents one area of the curriculum. Those committees meet to discuss state standards, the district's alignment to those standards, what can be done to make the standards easy to understand, and how to incorporate learning targets, based on the standards into classrooms across the district. It is the teacher's role to disseminate the information to his or her school staff, and if there are questions or comments, to bring these back to the committee for discussion and action. It is because of this constant updating and refreshment of the standards that our school is successful on the state's MCA tests.

The staff at Hanover Elementary keeps current by conducting book studies with lively discussions and insights about best teaching practices. Grade level teachers at Hanover Elementary are given staff development days to work as a team to best align the standards to the curriculum, as well as to "talk-through" what is working in classrooms and what is seen as obstacles to learning. These exchanges allow teachers to better plan lessons and to incorporate best practices in their teaching, which allow for more student learning.

7. School Leadership:

At Hanover Elementary School, ALL people who attend this school, whether they are a principal, teacher, teacher's aide, specialist teacher, secretary, custodian, parent, or student, have a sense of pride that Hanover is their school. With that pride comes the responsibility of taking care of the school as well as the people within its walls. This is seen repeatedly when students turn in found items to the office in hopes of reuniting the object with its owner, when students see scraps on the floor and pick them up to throw away without being told to do so, and when smiles are seen on students who have just learned a new concept or skill.

All teachers at Hanover Elementary are trained in Responsive Classroom techniques. These techniques ensure that children are heard, empathy is taught, and good decision-making skills are incorporated throughout the school day. The decision-making team at Hanover is called the Building Leadership Team. This team of school personnel meets monthly to ensure that policies, both district and school level, are being enforced. Discussions ensue on issues related to student learning, such as Response to Intervention (RTI), that arise, or such issues as when to replace the aging laptops, so that our school is as up-to-date as possible in terms of technology. In addition to the BLT committee, teachers are part of district level curriculum groups. Monthly PTO (Parent-Teacher Organization) meetings are held where questions or concerns are addressed, so parents are involved in decision-making at our school as well.

One of the principal's jobs is to facilitate meetings and to guide teachers in making school decisions. Each month, the principal also serves as a guide to students at the monthly recognition programs, where individual students and grade levels are applauded for efforts at school. It is at these recognition programs where the students come together to celebrate being part of Hanover Elementary. Each month, a character trait is examined by the principal and is made a challenge for the upcoming month, such as "Responsibility." The students find ways in which they can be responsible, from turning in work on time, to cleaning up after a particularly messy art project.

Student achievement scores are always a goal to attain, for to see a student's scores rise from one year to the next is a feather in the cap to all involved--the student, the teacher, the parents, all the people in the background helping students at the school, the principal, and the school district.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MCA-II/MCA-III

Edition/Publication Year: 2008-2012 Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	83	87	96	88	86
Exceeds	33	35	49	29	45
Number of students tested	88	78	81	75	76
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	1	1	4	7
Percent of students alternatively assessed	0	1	1	5	8
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	Masked	85	Masked
Exceeds	Masked	Masked	Masked	23	Masked
Number of students tested	7	9	7	13	9
2. African American Students					
Meets/Exceeds Standards				Masked	
Exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked			Masked	
Exceeds	Masked			Masked	
Number of students tested	3			1	
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	8	7	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	3	3			
6. Asian					
Meets/Exceeds Standards	Masked	Masked	Masked		
Exceeds	Masked	Masked	Masked		
Number of students tested	1	1	2		
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MCA-II

Edition/Publication Year: 2008-2012 Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	92	89	94	80	88
Exceeds	53	71	66	53	59
Number of students tested	88	78	82	79	82
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	Masked	44	64
Exceeds	Masked	Masked	Masked	31	55
Number of students tested	7	9	8	16	11
2. African American Students					
Meets/Exceeds Standards				Masked	
Exceeds				Masked	
Number of students tested				1	
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked			Masked	Masked
Exceeds	Masked			Masked	Masked
Number of students tested	3			2	1
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	6	8	7	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	1	4	6
6. Asian					
Meets/Exceeds Standards		Masked	Masked	Masked	Masked
Exceeds		Masked	Masked	Masked	Masked
Number of students tested		2	2	3	4
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MCA-II/MCA-III

Edition/Publication Year: 2008-2012 Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	88	88	89	90	78
Exceeds	48	44	39	36	38
Number of students tested	77	75	74	76	74
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	1	0	3	6	2
Percent of students alternatively assessed	1	0	4	7	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	85	Masked	Masked
Exceeds	Masked	Masked	54	Masked	Masked
Number of students tested	6	8	13	9	6
2. African American Students					
Meets/Exceeds Standards					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds Standards		Masked	Masked		
Exceeds		Masked	Masked		
Number of students tested		1	1		
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	6	6	9	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked		Masked	
Exceeds	Masked	Masked		Masked	
Number of students tested	1	1		1	
6. Asian					
Meets/Exceeds Standards		Masked			Masked
Exceeds		Masked			Masked
Number of students tested		2			1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MCA-II

Edition/Publication Year: 2008-2012 Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	94	88	88	85	88
Exceeds	66	49	55	43	49
Number of students tested	77	75	77	81	76
Percent of total students tested	100	100	100	100	95
Number of students alternatively assessed	1	0	0	1	0
Percent of students alternatively assessed	1	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	Masked	81	50	Masked
Exceeds	Masked	Masked	63	42	Masked
Number of students tested	6	8	16	12	6
2. African American Students					
Meets/Exceeds Standards					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets/Exceeds Standards			Masked	Masked	
Exceeds			Masked	Masked	
Number of students tested			2	1	
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	30	Masked
Exceeds	Masked	Masked	Masked	10	Masked
Number of students tested	5	6	6	10	6
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	3	6	2
6. Asian					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	2	4	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MCA

Edition/Publication Year: 2008-2012

Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	91	78	87	95	84
Exceeds	35	24	56	56	36
Number of students tested	69	74	78	80	77
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	4	2	5
Percent of students alternatively assessed	0	0	5	3	6
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	88	83	100	91
Exceeds	Masked	25	75	46	27
Number of students tested	6	16	12	11	11
2. African American Students					
Meets/Exceeds Standards				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				2	1
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	3		1
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	46
Exceeds	Masked	Masked	Masked	Masked	18
Number of students tested	5	7	9	8	11
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked			
Exceeds	Masked	Masked			
Number of students tested	1	3			
6. Asian					
Meets/Exceeds Standards	Masked	Masked		Masked	
Exceeds	Masked	Masked		Masked	
Number of students tested	2	2		1	
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MCA-II

Edition/Publication Year: 2008-2012 Publisher: Pearson & AIR

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets/Exceeds Standards	94	94	88	92	90
Exceeds	65	53	55	52	47
Number of students tested	68	72	82	82	81
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	1	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets/Exceeds Standards	Masked	81	67	100	85
Exceeds	Masked	44	60	36	15
Number of students tested	6	16	15	11	13
2. African American Students					
Meets/Exceeds Standards				Masked	Masked
Exceeds				Masked	Masked
Number of students tested				2	1
3. Hispanic or Latino Students					
Meets/Exceeds Standards	Masked	Masked	Masked		Masked
Exceeds	Masked	Masked	Masked		Masked
Number of students tested	1	2	3		4
4. Special Education Students					
Meets/Exceeds Standards	Masked	Masked	46	Masked	50
Exceeds	Masked	Masked	9	Masked	25
Number of students tested	3	5	11	8	12
5. English Language Learner Students					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	4	2	4
6. Asian					
Meets/Exceeds Standards	Masked	Masked	Masked	Masked	Masked
Exceeds	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	4	3	1
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13MN5