



# CLINTON ELEMENTARY SCHOOL

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200 E. Franklin Street  
Clinton, Michigan 49236-9564

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March 18, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Clinton 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 Jennifer Ellis, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VXykNL>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Clinton Elementary is home to young fives through fifth grade and has an enrollment of 468 students for the 2017-18 school year. The culture at Clinton Elementary is one of collaboration and teamwork. Since instituting Professional Learning Communities (PLC) and Intervention initiatives (Multi-Tiered Systems of Support, MTSS), the school improvement process is becoming more effective and collaborative. Teachers work together for the success of all Clinton Elementary students. Collection of data, intervention methods (Literacy Support, Orton Gillingham and the beginning phases of Instructional Consultations) and increased

communication have improved the effectiveness of the School Improvement process. Increased collaboration among our staff is integral to the success of the school improvement process.

Clinton Community Schools accepts students through residency and school of choice. Once a child registers, their records from previous schools are requested in order for our school to provide seamless transition to Clinton Elementary School. Students are placed in age appropriate grades contingent on the progress/mastery of the curriculum for the departing school. Clinton Elementary School also participates in the schools of choice provisions in Section 105 and 105c of the State School Aid Act which are designed to allow local school districts to enroll nonresident students and count them in membership without having to obtain approval from the district of residence. Section 105 permits local school districts to enroll students who reside in other local school districts within the same intermediate school district. Section 105c allows enrollment of students who reside in school districts located in contiguous intermediate school districts. Student growth is measured by progress in the core curriculum provided by the state of Michigan.

School Improvement Committee use data analysis to determine the focus of each committee and the appropriate achievement goal. These committee along with building PLC's develop strategies to obtain the goals and monitor progress throughout the year. Clinton Elementary has a goal for reading, writing, mathematics and social emotional learning. Clinton Elementary engages in a process of continuous improvement; constantly reviewing, and revising our strategies to maximize student achievement.

The students of Clinton Community Schools receive special education services through the Lenawee Intermediate School District (LISD). In addition to the specialized schools, students receive diagnostic testing, school psychology, school social work, physical and occupational therapy, career technical education, special needs training and speech pathology services.

The Lenawee Intermediate School District provides educational services to students from birth through age 26 who have severe handicaps. Students with severe physical, mental, emotional or sensory impairments may receive their educational program at a classroom operated by the LISD. Students from Clinton Community Schools attended LISD classroom programs during the 2017-18 school year.

The LISD operates the Laura Haviland Program for elementary, middle and high school students with severe emotional and behavioral impairments. Students from Clinton Community Schools attended Laura Haviland during the 2017-18 school year.

In cooperation with the Lenawee County Probate Court, the LISD operates the juvenile education program housed at the Maurice Spear Campus.

LISD operates special education classrooms in local districts including classrooms for students with physical or other health impairments and hearing impairments in Madison; and classrooms for students with cognitive impairments in Tecumseh and Adrian. Students from Clinton Community Schools attended these programs during the 2017-18 school year.

The implementation of the Clinton Elementary School curriculum is continually supported by District and building level professional development along with monitoring by building principal and central office supervisors to ensure appropriate instruction and equitable access to the curriculum for all students.

Clinton Elementary curriculum is based on the [Common Core State Standards](#) for English Language Arts and Math, [The Michigan Science Standards](#), the [Grade Level Content Expectations \(GLCEs\)](#) for social studies K-8 as described in the state of Michigan guidelines. Curriculum is personalized at the district level to meet the diverse needs of the students in the Clinton Elementary School.

The M-STEP was administered in the Spring of 2017 and 2018 to our 3<sup>rd</sup> through 5<sup>th</sup> grade students and is representative of the success of our young fives through 5<sup>th</sup> grade instructional programs.

	<b>Spring 2017</b>	<b>Spring 2018</b>
<b>3<sup>rd</sup> Grade</b>		
ELA	49.3 % Proficient	45.7 % Proficient
Math	42.4 % Proficient	41.5 % Proficient
<b>4<sup>th</sup> Grade</b>		
ELA	52.3 % Proficient	59.2 % Proficient
Math	45.5 % Proficient	44.5 % Proficient
Science	27.3 % Proficient	N/A
<b>5<sup>th</sup> Grade</b>		
ELA	51.9 % Proficient	44.7 % Proficient
Math	30.8 % Proficient	22.7 % Proficient
Social Studies	25 % Proficient	22.6 % Proficient

Parent-Teacher conferences at Clinton Elementary have always been extremely well attended. During the 2017-2018 school year 97% of students were represented at conferences.

I would like to congratulate the staff, students and parents of Clinton Elementary School family for their dedication to our school and the emphasis we give to student success. I encourage the Clinton Elementary family to continue supporting our young students through their educational years.

Sincerely,



Jennifer Ellis, Clinton Elementary Principal