



CLINTON COMMUNITY SCHOOLS

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Clinton, Michigan 49236-9564

(517) 456-2010 Preschool
(517) 456-6571 Attendance Hotline
(517) 456-6504 Elementary School
(517) 456-6507 Middle School
(517) 456-6511 High School
(517) 456-7250 Counseling
(517) 456-2046 Athletic Director
(517) 456-7916 Transportation
(517) 456-6501 Superintendent's Office

School Annual Education Report (AER) Cover Letter

May, 2018

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 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 Mr. James Cracraft, Superintendent of Clinton Community Schools for assistance.

The AER is available for you to review electronically by visiting the following web site [Combined Report](#), 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 these labels.

In April, 2018 the Michigan Department of Education released a new, *Parent Dashboard for School Transparency*. The dashboard is meant to be a "living" tool to show parents' accurate and objective data about all schools in the state. You can view our school's Dashboard at: <https://goo.gl/d6GXha>

Despite being proud of our many achievements, Clinton Elementary continues to closely monitor the progress for each student, and we are concerned for any achievement gaps that do exist in our school. For example, we have gaps between

our students who have and do not have disabilities. Ultimately, each teacher works to differentiate instruction to meet the individual needs for each and every student, every day.

State law requires that we also report additional information.

1. Process for assigning pupils to the school

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.

2. Status of School Improvement Plan

Our school improvement plan reflects a thoughtfully considered set of goals and objectives to guide continuous improvement. Clinton Elementary School is currently in the second year of our five year plan.

3. Specialized Schools

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 2016-17 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 2016-17 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 2016-17 school year.

4. Core Curriculum

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.

5. Student Achievement Results

Percentage of All Students Proficient on the M-STEP.

Reading					
2016/2017	Fall 2016		Winter 2017		Fall to Winter Growth
Grade Level	NWEA RIT	Clinton Mean RIT	NWEA RIT	Clinton Mean RIT	
K	141.0	141.5	151.3	150.9	9.4
1	160.7	164.8	171.5	178.3	13.5
2	174.7	177.3	184.2	188.0	10.7
3	188.3	190.1	195.6	201.0	10.9
4	198.2	203.4	206.6	209.1	5.7
5	205.7	208.8	209.8	211.9	3.1

Math					
2016/2017	Fall 2016		Winter 2017		Fall to Winter Growth
Grade Level	NWEA RIT	Clinton Mean RIT	NWEA RIT	Clinton Mean RIT	
K	140.0	141.5	151.5	152.7	11.2
1	162.4	163.5	173.8	177.4	15
2	176.9	176.9	186.4	185.4	8.5
3	190.4	190.6	198.2	199.0	8.4
4	201.9	202.9	208.7	207.3	4.4
5	211.4	209.3	217.2	215.1	5.8

For more detail students achievement data, please refer to the data link referenced above.

6. Parent Involvement

Clinton Elementary parent involvement has always been a pivotal point in increasing our students’ academic achievements. Conferences in the fall of 2017 had a consistent turnout of 97% of parents/guardian’s in attendance, following suit to 2016 and 2015 97%-98% school years.

As Clinton Elementary School continues to move forward, we appreciate and value the continued support from the staff, parents and community. This report is just one way we analyze how we are doing in regard to supporting students as they grow in their learning. As always, we will continue to strive for the highest levels of success for each of our students. Helping our students be independent, life-long learners continues to be our goal at Clinton Elementary.

Sincerely,



James Cracraft

Annual Education Report
Clinton Elementary School (00724)

M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2015-16	46.0%	41.2%	41.2%	22.1%	19.1%	39.7%	19.1%
ELA	3rd Grade Content	All Students	2016-17	44.1%	49.3%	49.3%	23.3%	26.0%	35.6%	15.1%
ELA	3rd Grade Content	Black or African American	2015-16	20.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Black or African American	2016-17	19.9%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2015-16	33.5%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Hispanic of Any Race	2016-17	32.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Two or More Races	2016-17	41.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2015-16	53.9%	43.8%	43.8%	23.4%	20.3%	35.9%	20.3%
ELA	3rd Grade Content	White	2016-17	51.7%	50.7%	50.7%	25.4%	25.4%	35.8%	13.4%
ELA	3rd Grade Content	Female	2015-16	49.5%	34.6%	34.6%	19.2%	15.4%	50.0%	15.4%
ELA	3rd Grade Content	Female	2016-17	47.7%	51.2%	51.2%	24.4%	26.8%	41.5%	7.3%
ELA	3rd Grade Content	Male	2015-16	42.6%	45.2%	45.2%	23.8%	21.4%	33.3%	21.4%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	Male	2016-17	40.7%	46.9%	46.9%	21.9%	25.0%	28.1%	25.0%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	30.0%	30.0%	10.0%	20.0%	53.3%	16.7%
ELA	3rd Grade Content	Economically Disadvantaged	2016-17	29.1%	45.5%	45.5%	22.7%	22.7%	40.9%	13.6%
ELA	3rd Grade Content	English Learners	2016-17	34.0%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2016-17	19.6%	27.3%	27.3%	18.2%	9.1%	45.5%	27.3%
ELA	4th Grade Content	All Students	2015-16	46.3%	67.3%	67.3%	29.7%	37.6%	19.8%	12.9%
ELA	4th Grade Content	All Students	2016-17	44.2%	52.3%	52.3%	24.6%	27.7%	20.0%	27.7%
ELA	4th Grade Content	Black or African American	2015-16	20.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Black or African American	2016-17	19.2%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Hispanic of Any Race	2016-17	32.7%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	4th Grade Content	Two or More Races	2015-16	43.6%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2015-16	53.9%	67.7%	67.7%	30.2%	37.5%	20.8%	11.5%
ELA	4th Grade Content	White	2016-17	51.5%	54.2%	54.2%	27.1%	27.1%	20.3%	25.4%
ELA	4th Grade Content	Female	2015-16	50.9%	66.0%	66.0%	32.0%	34.0%	20.0%	14.0%
ELA	4th Grade Content	Female	2016-17	48.6%	57.7%	57.7%	19.2%	38.5%	26.9%	15.4%
ELA	4th Grade Content	Male	2015-16	41.8%	68.6%	68.6%	27.5%	41.2%	19.6%	11.8%
ELA	4th Grade Content	Male	2016-17	39.9%	48.7%	48.7%	28.2%	20.5%	15.4%	35.9%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	61.1%	61.1%	13.9%	47.2%	22.2%	16.7%
ELA	4th Grade Content	Economically Disadvantaged	2016-17	28.6%	39.3%	39.3%	17.9%	21.4%	10.7%	50.0%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10	<10
ELA	4th Grade Content	Students With Disabilities	2016-17	15.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2015-16	50.6%	62.8%	62.8%	23.3%	39.5%	27.9%	9.3%
ELA	5th Grade Content	All Students	2016-17	51.1%	51.9%	51.9%	23.1%	28.8%	21.2%	26.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Asian	2016-17	73.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2015-16	23.7%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Black or African American	2016-17	24.8%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2015-16	38.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Hispanic of Any Race	2016-17	39.4%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2016-17	48.2%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2015-16	58.1%	62.7%	62.7%	24.1%	38.6%	27.7%	9.6%
ELA	5th Grade Content	White	2016-17	58.6%	54.1%	54.1%	23.5%	30.6%	20.4%	25.5%
ELA	5th Grade Content	Female	2015-16	55.8%	69.6%	69.6%	30.4%	39.1%	19.6%	10.9%
ELA	5th Grade Content	Female	2016-17	56.0%	56.0%	56.0%	26.0%	30.0%	20.0%	24.0%
ELA	5th Grade Content	Male	2015-16	45.5%	55.0%	55.0%	15.0%	40.0%	37.5%	7.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	5th Grade Content	Male	2016-17	46.2%	48.1%	48.1%	20.4%	27.8%	22.2%	29.6%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	45.7%	45.7%	11.4%	34.3%	37.1%	17.1%
ELA	5th Grade Content	Economically Disadvantaged	2016-17	35.3%	40.5%	40.5%	18.9%	21.6%	27.0%	32.4%
ELA	5th Grade Content	English Learners	2015-16	23.1%	<10	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	28.6%	28.6%	0.0%	28.6%	35.7%	35.7%
ELA	5th Grade Content	Students With Disabilities	2016-17	16.7%	16.7%	16.7%	8.3%	8.3%	41.7%	41.7%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	36.8%	36.8%	14.7%	22.1%	44.1%	19.1%
Mathematics	3rd Grade Content	All Students	2016-17	46.8%	42.5%	42.5%	16.4%	26.0%	38.4%	19.2%
Mathematics	3rd Grade Content	Black or African American	2015-16	17.9%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Black or African American	2016-17	20.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2015-16	31.6%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Hispanic of Any Race	2016-17	33.6%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	3rd Grade Content	Two or More Races	2016-17	41.8%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2015-16	53.2%	39.1%	39.1%	15.6%	23.4%	43.8%	17.2%
Mathematics	3rd Grade Content	White	2016-17	54.8%	44.8%	44.8%	17.9%	26.9%	35.8%	19.4%
Mathematics	3rd Grade Content	Female	2015-16	43.7%	26.9%	26.9%	7.7%	19.2%	46.2%	26.9%
Mathematics	3rd Grade Content	Female	2016-17	45.0%	41.5%	41.5%	17.1%	24.4%	34.1%	24.4%
Mathematics	3rd Grade Content	Male	2015-16	46.6%	42.9%	42.9%	19.0%	23.8%	42.9%	14.3%
Mathematics	3rd Grade Content	Male	2016-17	48.5%	43.8%	43.8%	15.6%	28.1%	43.8%	12.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	23.3%	23.3%	10.0%	13.3%	50.0%	26.7%
Mathematics	3rd Grade Content	Economically Disadvantaged	2016-17	31.5%	45.5%	45.5%	9.1%	36.4%	27.3%	27.3%
Mathematics	3rd Grade Content	English Learners	2016-17	41.7%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2016-17	23.4%	18.2%	18.2%	9.1%	9.1%	36.4%	45.5%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	44.6%	44.6%	14.9%	29.7%	44.6%	10.9%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	All Students	2016-17	42.0%	45.5%	45.5%	18.2%	27.3%	36.4%	18.2%
Mathematics	4th Grade Content	Black or African American	2015-16	15.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Black or African American	2016-17	14.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Hispanic of Any Race	2016-17	29.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2015-16	39.1%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2015-16	52.3%	44.8%	44.8%	15.6%	29.2%	43.8%	11.5%
Mathematics	4th Grade Content	White	2016-17	49.7%	49.2%	49.2%	20.3%	28.8%	33.9%	16.9%
Mathematics	4th Grade Content	Female	2015-16	42.1%	40.0%	40.0%	8.0%	32.0%	46.0%	14.0%
Mathematics	4th Grade Content	Female	2016-17	39.6%	38.5%	38.5%	23.1%	15.4%	42.3%	19.2%
Mathematics	4th Grade Content	Male	2015-16	45.8%	49.0%	49.0%	21.6%	27.5%	43.1%	7.8%
Mathematics	4th Grade Content	Male	2016-17	44.2%	50.0%	50.0%	15.0%	35.0%	32.5%	17.5%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	36.1%	36.1%	8.3%	27.8%	47.2%	16.7%
Mathematics	4th Grade Content	Economically Disadvantaged	2016-17	25.8%	25.0%	25.0%	3.6%	21.4%	46.4%	28.6%
Mathematics	4th Grade Content	English Learners	2016-17	25.5%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Students With Disabilities	2016-17	16.7%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2015-16	33.8%	32.6%	32.6%	14.0%	18.6%	39.5%	27.9%
Mathematics	5th Grade Content	All Students	2016-17	35.0%	30.8%	30.8%	12.5%	18.3%	30.8%	38.5%
Mathematics	5th Grade Content	Asian	2016-17	65.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2015-16	8.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Black or African American	2016-17	9.4%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2015-16	19.2%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Hispanic of Any Race	2016-17	20.8%	<10	<10	<10	<10	<10	<10

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2016-17	29.5%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2015-16	41.0%	32.5%	32.5%	14.5%	18.1%	38.6%	28.9%
Mathematics	5th Grade Content	White	2016-17	42.4%	31.6%	31.6%	13.3%	18.4%	29.6%	38.8%
Mathematics	5th Grade Content	Female	2015-16	31.7%	30.4%	30.4%	13.0%	17.4%	39.1%	30.4%
Mathematics	5th Grade Content	Female	2016-17	32.6%	30.0%	30.0%	10.0%	20.0%	28.0%	42.0%
Mathematics	5th Grade Content	Male	2015-16	35.8%	35.0%	35.0%	15.0%	20.0%	40.0%	25.0%
Mathematics	5th Grade Content	Male	2016-17	37.4%	31.5%	31.5%	14.8%	16.7%	33.3%	35.2%
Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	25.7%	25.7%	2.9%	22.9%	34.3%	40.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2016-17	18.8%	21.6%	21.6%	13.5%	8.1%	32.4%	45.9%
Mathematics	5th Grade Content	English Learners	2015-16	12.8%	<10	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	28.6%	28.6%	7.1%	21.4%	14.3%	57.1%
Mathematics	5th Grade Content	Students With Disabilities	2016-17	11.0%	8.3%	8.3%	8.3%	0.0%	33.3%	58.3%

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Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	All Students	2015-16	14.7%	20.8%	20.8%	8.9%	11.9%	34.7%	44.6%
Science	4th Grade Content	All Students	2016-17	14.6%	27.3%	27.3%	15.2%	12.1%	30.3%	42.4%
Science	4th Grade Content	Black or African American	2015-16	2.4%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Black or African American	2016-17	2.8%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Hispanic of Any Race	2016-17	6.7%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Two or More Races	2015-16	12.5%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2015-16	18.4%	20.8%	20.8%	9.4%	11.5%	36.5%	42.7%
Science	4th Grade Content	White	2016-17	18.2%	30.5%	30.5%	16.9%	13.6%	28.8%	40.7%
Science	4th Grade Content	Female	2015-16	13.0%	16.0%	16.0%	2.0%	14.0%	32.0%	52.0%
Science	4th Grade Content	Female	2016-17	12.6%	30.8%	30.8%	15.4%	15.4%	26.9%	42.3%
Science	4th Grade Content	Male	2015-16	16.4%	25.5%	25.5%	15.7%	9.8%	37.3%	37.3%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Science	4th Grade Content	Male	2016-17	16.5%	25.0%	25.0%	15.0%	10.0%	32.5%	42.5%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	19.4%	19.4%	5.6%	13.9%	33.3%	47.2%
Science	4th Grade Content	Economically Disadvantaged	2016-17	6.8%	14.3%	14.3%	7.1%	7.1%	42.9%	42.9%
Science	4th Grade Content	English Learners	2016-17	4.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10	<10
Science	4th Grade Content	Students With Disabilities	2016-17	5.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2015-16	18.9%	34.1%	34.1%	8.2%	25.9%	61.2%	4.7%
Social Studies	5th Grade Content	All Students	2016-17	21.6%	25.0%	25.0%	2.9%	22.1%	69.2%	5.8%
Social Studies	5th Grade Content	Asian	2016-17	38.0%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2015-16	4.3%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Black or African American	2016-17	4.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Hispanic of Any Race	2015-16	10.3%	<10	<10	<10	<10	<10	<10

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Hispanic of Any Race	2016-17	11.4%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Two or More Races	2016-17	18.8%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2015-16	23.0%	34.1%	34.1%	8.5%	25.6%	61.0%	4.9%
Social Studies	5th Grade Content	White	2016-17	26.7%	24.5%	24.5%	3.1%	21.4%	71.4%	4.1%
Social Studies	5th Grade Content	Female	2015-16	16.7%	28.3%	28.3%	4.3%	23.9%	65.2%	6.5%
Social Studies	5th Grade Content	Female	2016-17	19.3%	22.0%	22.0%	4.0%	18.0%	72.0%	6.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	41.0%	41.0%	12.8%	28.2%	56.4%	2.6%
Social Studies	5th Grade Content	Male	2016-17	23.9%	27.8%	27.8%	1.9%	25.9%	66.7%	5.6%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	22.9%	22.9%	2.9%	20.0%	74.3%	2.9%
Social Studies	5th Grade Content	Economically Disadvantaged	2016-17	10.0%	18.9%	18.9%	2.7%	16.2%	81.1%	0.0%
Social Studies	5th Grade Content	English Learners	2015-16	3.7%	<10	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	21.4%	21.4%	0.0%	21.4%	57.1%	21.4%

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M-STEP Grades 3-11

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
Social Studies	5th Grade Content	Students With Disabilities	2016-17	6.4%	0.0%	0.0%	0.0%	0.0%	75.0%	25.0%

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SAT

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
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No Data to Display

Annual Education Report
Clinton Elementary School (00724)

MI -Access Functional Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Clinton Elementary School (00724)

MI-Access Supported Independence

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report
Clinton Elementary School (00724)

MI-Access Participation

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	School Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

Annual Education Report Clinton Elementary School (00724)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
All Students	ELA	98.6%	49.5%	98.4%	55.4%	99.6%	51.3%
All Students	Mathematics	98.7%	39.1%	98.6%	35.7%	100.0%	38.7%
All Students	Science	97.9%	24.9%	96.7%	37.0%	100.0%	27.0%
All Students	Social Studies	97.8%	33.7%	97.8%	43.0%	100.0%	24.3%
Bottom 30%	ELA	N/A	3.8%	N/A	0.0%	N/A	0.0%
Bottom 30%	Mathematics	N/A	1.5%	N/A	0.0%	N/A	0.0%
Bottom 30%	Science	N/A	0.4%	N/A	0.0%	N/A	<30
Bottom 30%	Social Studies	N/A	0.6%	N/A	0.0%	N/A	0.0%
American Indian or Alaska Native	ELA	97.6%	40.5%	<30	<30	N/A	N/A
American Indian or Alaska Native	Mathematics	97.8%	28.8%	<30	<30	N/A	N/A
American Indian or Alaska Native	Science	96.8%	19.1%	<30	<30	N/A	N/A
American Indian or Alaska Native	Social Studies	96.4%	28.9%	N/A	N/A	N/A	N/A
Asian	ELA	99.1%	70.5%	<30	<30	<30	0.0%
Asian	Mathematics	99.3%	68.9%	<30	<30	<30	0.0%
Asian	Science	99.1%	41.4%	<30	0.0%	N/A	N/A
Asian	Social Studies	98.9%	51.9%	<30	<30	<30	0.0%
Black or African American	ELA	97.6%	25.0%	<30	<30	<30	<30
Black or African American	Mathematics	97.5%	14.2%	<30	<30	<30	<30
Black or African American	Science	96.0%	7.0%	<30	<30	<30	<30
Black or African American	Social Studies	95.9%	11.2%	<30	<30	<30	<30
Hispanic of Any Race	ELA	98.6%	36.9%	<30	<30	<30	<30
Hispanic of Any Race	Mathematics	98.7%	25.1%	<30	<30	<30	<30

Annual Education Report Clinton Elementary School (00724)

Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
Hispanic of Any Race	Science	97.7%	13.5%	<30	<30	<30	<30
Hispanic of Any Race	Social Studies	97.8%	21.1%	<30	<30	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	97.7%	54.8%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Mathematics	98.1%	43.4%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	97.6%	28.3%	N/A	N/A	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	98.1%	38.8%	N/A	N/A	N/A	N/A
Two or More Races	ELA	98.7%	46.6%	<30	<30	<30	<30
Two or More Races	Mathematics	98.6%	35.1%	<30	<30	<30	<30
Two or More Races	Science	97.7%	21.9%	N/A	N/A	N/A	N/A
Two or More Races	Social Studies	97.7%	29.7%	<30	<30	<30	<30
White	ELA	98.9%	56.1%	98.8%	56.4%	100.0%	52.7%
White	Mathematics	99.0%	45.6%	98.8%	36.5%	100.0%	40.1%
White	Science	98.4%	29.7%	97.4%	37.7%	100.0%	29.3%
White	Social Studies	98.3%	39.7%	98.4%	42.5%	100.0%	23.5%
Economically Disadvantaged	ELA	98.2%	33.5%	99.4%	42.4%	100.0%	41.2%
Economically Disadvantaged	Mathematics	98.3%	23.3%	99.4%	24.1%	100.0%	28.2%
Economically Disadvantaged	Science	97.2%	13.0%	98.4%	23.0%	<30	<30
Economically Disadvantaged	Social Studies	97.0%	18.3%	98.6%	28.6%	100.0%	18.9%

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Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*	School Tested Total	School Percent Proficient**
English Learners	ELA	98.6%	24.0%	<30	<30	<30	<30
English Learners	Mathematics	99.0%	23.0%	<30	<30	<30	<30
English Learners	Science	98.4%	5.0%	<30	<30	<30	0.0%
English Learners	Social Studies	98.2%	7.8%	N/A	N/A	N/A	N/A
Students With Disabilities	ELA	97.5%	26.0%	96.8%	22.4%	<30	<30
Students With Disabilities	Mathematics	97.9%	20.7%	98.4%	13.6%	<30	<30
Students With Disabilities	Science	96.9%	15.8%	<30	<30	<30	<30
Students With Disabilities	Social Studies	95.9%	14.2%	96.8%	<30	<30	<30

Annual Education Report
 Clinton Elementary School (00724)

Accountability Details Graduation Data

Student Group	Statewide	District	School
All Students	79.65%	93.48%	N/A
American Indian or Alaska Native	66.57%	N/A	N/A
Asian	90.20%	N/A	N/A
Black or African American	67.36%	N/A	N/A
Hispanic of Any Race	72.60%	0.00%	N/A
Native Hawaiian or Other Pacific Islander	77.68%	N/A	N/A
Two or More Races	73.67%	N/A	N/A
White	83.38%	95.56%	N/A
Female	83.46%	N/A	N/A
Male	76.04%	N/A	N/A
Economically Disadvantaged	67.10%	100.00%	N/A
English Learners	72.11%	N/A	N/A
Students With Disabilities	55.35%	66.67%	N/A
Bottom 30%	N/A	N/A	N/A

* All data based on students enrolled for a full academic year.

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Accountability Details Attendance Data

Student Group	Statewide	District	School
All Students	84.41%	93.47%	93.72%

* All data based on students enrolled for a full academic year.

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Clinton Elementary School (00724)

Accountability Index Data

School Name	Proficiency Index Value	Growth Index Value	Graduation Rate Index Value	EL Progress Index Value	School Quality/Student Success Index Value	General Participation Index Value	EL Participation Index Value	Overall Index Value
Clinton Elementary School	77.82	73.21	N/A	N/A	96.66	100.00	N/A	79.74

Annual Education Report
 Clinton Elementary School (00724)

Teacher Quality - Qualification

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School	0	12	17	0

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Teacher Quality - Class

	School Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

Teacher Quality - Provisional

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification	3.4%

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 4 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility	47	36	64	17	1
Eligible	53	10	90	49	9
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	#
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	12	47	53	14	1
SD	88	19	81	37	5
Not SD					
Student is an English Language Learner	5	42	58	16	1
ELL	95	22	78	35	5
Not ELL					

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility	45	48	39	12	2
Eligible	55	19	40	30	11
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	2	‡	‡	‡	‡
Two or More Races					
Student classified as having a disability	11	77	19	3	#
SD	89	27	41	24	7
Not SD					
Student is an English Language Learner	3	54	33	11	2
ELL	97	32	39	22	7
Not ELL					

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 12 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2015 Mathematics Achievement.

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 4 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 8 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility	45	37	45	17	1
Eligible	55	14	43	39	4
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	#
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability	10	64	30	5	#
SD	90	20	45	32	3
Not SD					
Student is an English Language Learner	3	57	37	6	#
ELL	97	23	44	30	3
Not ELL					

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

Annual Education Report
 Clinton Elementary School (00724)

NAEP Grade 12 Reading

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility	35	37	39	22	2
Eligible	64	19	36	38	7
Not Eligible	1	0	0	0	0
Info not available					
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability	7	66	25	8	1
SD	93	23	38	34	5
Not SD					
Student is an English Language Learner	2	0	0	0	0
ELL	98	25	37	33	5
Not ELL					

Rounds to zero

† Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

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NAEP Participation Data

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
		73	3.7	90	2.5
8	Math	84	3.6	84	5.2
		76	3.3	83	4.0