

# CLINTON VALLEY ELEMENTARY SCHOOL



## CHIPPEWA VALLEY SCHOOLS

Mrs. Kristin Doyle, Principal  
Ms. Karen Saraceno, Secretary  
Mrs. Antoinette Manoski, Clerk



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February 2025,

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 educational progress for Clinton Valley 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 the Clinton Valley Elementary School administration for assistance.

The AER is available for you to review electronically by visiting the following MISchoolData web site [Annual Education Report](#), the Chippewa Valley web site ([open link](#)), or you may obtain a copy in the main office at your child's school.

For the 2024-25 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-24. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2023-24. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2022-23. Some schools do not identify with any of these labels. In these cases, no label is given. **Our school has not been given one of these labels.**

At Clinton Valley Elementary our staff strives for continuous improvement in ourselves and in our students. Our instructional staff, consisting of teachers, para-educators, intervention specialists, and administrators, continuously work to improve student progress in all subject areas with a heavy focus on both reading and mathematics.

During the 2022-2023 school year, our district changed the local district assessment in reading and math. The NWEA Measures of Academic Progress (MAP) assessment was used as our local district assessment for reading and math in 4<sup>th</sup> and 5<sup>th</sup> grades. In Kindergarten-3<sup>rd</sup> grade our district chose to assess students using FastBridge for both reading and math. See the charts below for a summary of our data.

## Reading

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
Kindergarten	37	54	37	58
1 <sup>st</sup> Grade	25	30	27	32
2 <sup>nd</sup> Grade	43	31	31	45
3 <sup>rd</sup> Grade	29	42	43	67
4 <sup>th</sup> Grade			34	36
5 <sup>th</sup> Grade			35	56
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
4 <sup>th</sup> Grade	9	8		
5 <sup>th</sup> Grade	50	34		

## Math

FastBridge				
<i>% of students above the 50<sup>th</sup> percentile</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
Kindergarten	54	57	36	27
1 <sup>st</sup> Grade	42	21	13	24
2 <sup>nd</sup> Grade	20	31	16	18
3 <sup>rd</sup> Grade	36	26	39	37
4 <sup>th</sup> Grade			29	25
5 <sup>th</sup> Grade			15	21
NWEA				
<i>Achievement Percentile by Grade Level</i>				
Grade Level	2022-2023		2023-2024	
	Fall	Spring	Fall	Spring
4 <sup>th</sup> Grade	3	4		
5 <sup>th</sup> Grade	33	26		

While our goal is continuous student improvement and growth, our school community has faced challenges. In review of both 2022 and 2023 spring M-Step data along with both spring and fall 2022 and 2023 local district FastBridge and NWEA assessment data, we are aware of which subgroups need improvement and we are diligently working to improve these areas.

During the 2020-21 school year, our school district began implementing reading strategies and methods that align with the science of reading. Since this implementation began, we have continued to improve our practice and develop resources aligned to the science of reading. Along with these efforts to apply strategies and methods aligned to the science of reading, teachers meet in collaborative teams (PLCs) to discuss and use the data collected from M-STEP and FastBridge to guide their instruction and make decisions to meet the individual needs of our students.

In addition to the implementation of the above research-based reading strategies and methods, teachers also use the data collected from M-STEP and FastBridge assessments to plan individualized skill-based interventions. At Clinton Valley, we use a Multi-Tiered System of Support (MTSS) intervention program that targets specific skills students need to improve their reading and writing (ELA). This program occurs five days a week for all grade levels alongside progress monitoring routines to monitor students and adjust interventions as necessary.

Regarding support staff, our school currently has one bilingual para-educator to help support ESL students. In addition to our bilingual para-educator support, we also have one-part time English Language teacher who service our K-5th grade EL students in various capacities. We also have three Title One reading para-educators to assist in our MTSS (Multi-Tiered Systems of Support) interventions. An addition to our team we have a Reading Interventionist/Coach position. This team member provides professional development and training to our teachers and para-educators, reviews student assessment data, provides interventions to students as necessary and works closely with the principal to review teaching practices and strategies, core and intervention curriculum and systems and structures in literacy in our school.

Furthermore, efforts are being taken to ensure the social-emotional wellbeing of our students. As a staff, we recognize the importance of educating the “whole child” by focusing on character education and positive behavior. We have implemented a school-wide approach to the social-emotional well-being of our students, which includes the daily use of the Positivity Project.

State law requires that we also report additional information:

- Pupils are assigned to each individual building based upon guidelines set forth by the Board of Education. Assignments are based upon the location of each student’s residence. Transfer requests from within the district are also

considered. The district also accepts applications from students who reside outside the district. Spaces are allotted at each school.

- In March of 2021, Chippewa Valley completed a comprehensive System Accreditation Engagement Review through Cognia, a nonprofit organization that provides quality assurance for schools, school districts, and education service providers. We have met rigorous Cognia Performance Standards and accreditation policies, demonstrated quality assurance through internal and external review, regularly analyzed student performance data, and consistently engaged in best practices in continuous improvement. The Engagement Review Team examined district and school improvement plans, reviewed data and artifacts, and interviewed stakeholders from schools and the community. The Team recommended to the Cognia Global Accreditation Commission that Chippewa Valley Schools earn the distinction of System Accreditation. Our Clinton Valley Elementary School Improvement goals focus on reading, writing, and culture and climate.
- Chippewa Valley has established an integrated and dynamic relationship among curriculum/standards, instruction, and assessments. These practices are based on the Michigan State Standards. You can also find more information on the Michigan State Standards by visiting <https://www.michigan.gov/mde/services/academic-standards>.
- Chippewa Valley School District administers the FastBridge, FASTtrack assessment suite to students at various grade levels. FastBridge combines data from both broad and specific measures to provide intervention recommendations for the whole class and for individual students. In 21-22, we used this assessment suite to measure reading growth in grades K-2 and math growth in 2<sup>nd</sup> grade only. In 22-23, we used this assessment suite to measure both reading and math growth in grades K-3. These assessments are administered three times throughout the school year. The resulting data allows teachers to see the instructional ranges within their classroom and target their instruction to meet their students' specific needs.

At Clinton Valley, we are committed to the continuous growth of every student we serve. Students are at the forefront of every decision that we make. We are dedicated to our community, teaching the value of character, fostering continuous student improvement, and developing the whole child.

I look forward to a great school year!

Sincerely,

Kristin Doyle



# CHIPPEWA VALLEY SCHOOLS

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*Inspiring and empowering learners to achieve a lifetime of success.*

Ronald R. Roberts  
Superintendent

February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the 2024-2025 Annual Education Report (AER) which provides key information on the 2023-2024 educational progress for the Chippewa Valley School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact the Educational Services Department at (586) 723-2020 for help if you need assistance.

The District AER is available for you to review electronically by visiting the following web site: <https://tinyurl.com/CVSAER24-25> or you may review a copy in the Educational Services Department or main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

## **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress) MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English Language Arts and Mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

## **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

### Educator Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

### NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

### Civil Rights Data

- Provides information on school quality, climate, and safety

Please review the table listing our schools. For the 2024-2025 school year, schools were identified based on previous years’ performance using definitions and labels as required in *Every Student Succeeds Act (ESSA)*. A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-2024. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or has a graduation rate at or below 67% in 2021-2022. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiatives to Accelerate Achievement
Algonquin Middle School		<ul style="list-style-type: none"> <li>• <b>Multi-Tier System of Supports (MTSS)</b></li> <li>• <b>Guaranteed and Viable Curriculum</b></li> <li>• <b>Social-Emotional Learning &amp; Support</b></li> <li>• <b>Technology to Support Learning</b></li> <li>• <b>Improve Literacy Achievement in Grades K-12</b></li> <li>• <b>Leadership Coaching</b></li> <li>• <b>K-12 Mathematics</b></li> </ul>
Cherokee Elementary		
Cheyenne Elementary		
Chippewa Valley High School		
Clinton Valley Elementary		
Dakota High School	TSI School	
Erie Elementary		
Fox Elementary		
Huron Elementary		
Iroquois Middle School		
Miami Elementary		
Mohawk Elementary		
Mohegan High School	CSI School	
Ojibwa Elementary		
Ottawa Elementary		
Seneca Middle School		
Sequoyah Elementary		
Shawnee Elementary		
Wyandot Middle School		

It is my privilege to share with you the many ways Chippewa Valley continues to provide exceptional educational opportunities for all our students in Grades K-12. Our district offers a challenging curriculum aligned with state standards and benchmarks, ensuring our students are well-prepared for success for their next steps.

Literacy serves as the foundation of learning for all students, and we use data-informed decisions to shape curriculum and instruction. We are dedicated to maintaining a safe learning environment that meets the diverse needs of every student. Our commitment extends to supporting the whole child by fostering a sense of belonging, building strong relationships, and promoting academic growth. Additionally, we provide robust support for teachers, administrators, and staff to help every student achieve their full potential.

Both Chippewa Valley High School and Dakota High School stand out as leaders in education, offering over 200 courses, 38 extracurricular clubs and activities, and 24 sports programs. For students seeking a rigorous academic experience, our advanced placement courses provide an ideal foundation for college readiness. Teachers and students alike have received local, state, and national recognition for their innovative approaches and outstanding achievements in education. Additionally, our highly regarded fine arts, band, and choir programs continue to set the standard for excellence.

We are equally proud of our Career and Technical Education (CTE) programs, which connect students to real-world experiences and prepare them for a variety of career and educational pathways. These programs, led by industry-experienced teachers, offer invaluable insights into the skills and knowledge needed to thrive in today's workforce connecting classroom learning to practical applications, enhancing student readiness for the future.

Technology plays a vital role in supporting our students' education. Our district's one-to-one computer program, implemented in grades K-12, ensures every student has access to a consistent, compatible device. This initiative addresses issues of access and equity, ensuring all learners have the tools they need to succeed.

In Chippewa Valley, continuous improvement is a driving force. Our curriculum councils and school improvement teams—comprising talented educators and administrators—continuously refine teaching practices, align curriculum with state standards, and develop innovative programs. This commitment is demonstrated through initiatives like data-driven decision-making, multi-tiered systems of support, and the use of research-based materials. We are proud to maintain System Accreditation through Cognia, a nonprofit organization providing quality assurance for schools. This accreditation reflects our dedication to best practices, rigorous performance standards, and continuous improvement. Student performance data is regularly analyzed to ensure we meet and exceed expectations, and we are honored to hold this distinction through 2026.

Chippewa Valley also provides specialized services for students with academic or physical challenges, tailoring programs to meet the needs of every child in compliance with State and Federal laws. These services reflect our belief in the value and potential of every learner.

We have taken steps to provide layers of support in English Language Development for our K-12 English Learners and their families with the goal for students to reach English Proficiency and exit the program. Exiting students demonstrate that they have proficiently acquired the English Language in both social and academic settings by passing the WIDA test administered each spring.

Beyond K-12 education, our district serves students of all ages. Infants, toddlers, and preschoolers are enrolled in our early childhood programs at Little Turtle Early Childhood Center and other elementary schools. Our Great Start Readiness Program (GSRP) provides full-day, tuition-free preschool at four elementary schools, ensuring a strong foundation for our youngest learners.

The Chippewa Valley Coalition for Youth and Families exemplifies the power of partnerships among our schools, parents, and community organizations. Together, we promote healthy, safe, and drug-free lifestyles while supporting families across the district.

Chippewa Valley Schools updated its Strategic Plan during the 2023-2024 school year, engaging staff and community members in shaping the district's future. More than 3,900 responses were collected through open-ended surveys, highlighting priorities in three main areas: Curriculum and Instruction, Climate and Culture, and Technology. Teams of district staff and subject matter experts collaborated to analyze the data and set measurable goals and strategies. This Strategic Planning Guide reflects our shared vision and provides a clear path for implementing programs and initiatives to foster continuous improvement and success.

Parent and community involvement remain the cornerstone of our success. Whether through PTOs, Booster Groups, Citizens Advisory Committees, or attendance at school events, the commitment of our parents and community is unmatched. Your engagement enriches our schools and fosters a thriving educational environment for every child.

Finally, we take immense pride in our safe, well-maintained facilities and the unique personality of each school. To learn more about our district or arrange a visit, please contact our Community Relations Department at (586) 723-2240.

Thank you for your continued support of School District Name. Together, we are creating a future filled with promise and possibility for every student.

Sincerely,

*Ronald Roberts*

*Ronald Roberts*  
*Superintendent, Chippewa Valley Schools*



*Inspiring and empowering learners to achieve a lifetime of success*

