



50th Anniversary

IMPACT REPORT

*Celebrating 50 Years
and a*

**FUTURE of
LIFELONG
LEARNING**



CURIOSITY

...the foundation
of learning



FREEDOM

...for students to pursue
an educational path that
inspires them



RESPECT

...for the rights of students,
parents, and families, and
for students as thinking,
feeling human beings



EMPOWERMENT

...of students to participate
purposefully and eagerly
in their own education,
allowing their interests to
guide their activities





WELCOME to Clonlara School's 50TH YEAR!

Dear Friends,

Since our first day on October 3, 1967, Clonlara School has grown strong roots in the Ann Arbor community and has touched many lives both locally and globally through our programs.

Pat Montgomery, Clonlara's founder, began with a dream of building a school in which the students' interests and curiosity would guide the curriculum. A school that wouldn't limit a child's learning to one location, but would use the community and the world for lessons and experience. This "gem on Jewett" in Ann Arbor would engage parents and honor their role in their child's learning. It would measure student success on an individual level, instead of comparing test scores.

These ideas were ahead of their time in 1967, but time has shown that Pat's intuition for how children learn best was accurate. New findings in brain development and child psychology are proving that Clonlara's approach—putting students at the center of the learning process and letting their interests guide their educational experience—is truly healthy and advantageous. Using the knowledge gained over decades of working with students and families, we have systematized our practices into a research-supported model called Full Circle Learning, which provides a true foundation for lifelong learning.

Now, as we build on our roots and grow into the future with the celebration of our 50th anniversary, we hope you will join us in sharing Clonlara's vision of a better model for education that doesn't limit kids to textbooks and rote memorization, but uses all available resources and technologies to foster higher-order skills—critical thinking, creative problem-solving, and reflection—to prepare each student for the college or career of their choice. Wherever and whenever learning happens, we want to make sure it is something that kids don't want to stop doing at the end of the day!

Whether your family is new to Clonlara School or has been with us for years, we are grateful for the opportunity to support your student in experiencing the joy of learning during their school-age years. And, we look forward to spending another special year with you.

Sincerely,



Chandra Montgomery Nicol
Executive Director

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“I feel confident that I can live on my own and reach my goals. I am ready for what the future holds for me.” ~ M. Bradley '09

ALUMNI REVIEWS >>



Photo by Corrina Van Hamlin

JEREMY KITTEL, former student

Award Winning Violinist

“The flexibility of schooling with Clonlara allows students to follow their muse. I enjoyed field trips and jam sessions that afforded me ear training at a young age and paved the way for my entry into the University of Michigan at age 16.”

FLEXIBILITY OF SCHOOLING ★



EMILY RIOPELLE '08

School Psychologist, Master's in School and Community Psychology

“I remember sitting outside in the fall and cooking over a fire and making candles. It was an awesome experiential way to learn about the past.”

**EXPERIENTIAL WAY TO
★ LEARN**



ROSE EDWARDS '14

Student, College of the Atlantic

“When I think of Clonlara, I think of freedom to pursue interests, an undying passion for learning, and permission to sleep through the morning—the time when teenagers rest most deeply. School didn't get in the way of life anymore. School became life, and life was my education.”

**FREEDOM TO PURSUE
★ INTERESTS**

SEEDS

...the **ORIGIN** of
our **SCHOOL**

Fifty some years ago, Pat and Jim Montgomery began searching for a school for their children. Pat had been a teacher in conventional schools, parochial and public, for 14 years. She observed that:

- Schools were places primarily designed by adults for adults, where no input from students was sought;
- Kids were the lowest rung on the hierarchical ladder, and parents were just one step higher.

This was in stark contrast to schools Pat had learned about while pursuing her master's degree. Schools like Summerhill School in England, where rights of individuals were highly respected and valued. The Montgomerys sought such a school.

Additionally, they envisioned a school environment where children could “learn and grow naturally without interruption.” One where children could learn through play; one “without should nots, could nots, would nots, must nots.”

**Finding no such place,
the Montgomerys decided
to start one.**

“My major concern was, will the students have the time and the latitude to listen to and to harken to that pulse inside of them, that vocation, that urge, that magnet that pulls them to what they're going to be, and what they're going to do, and what they were put on this earth to accomplish?”

*Pat Montgomery, PhD
Founder of Clonlara School*




FOUNDING

VISION

Clonlara would be a school where:

- Children of all creeds, races, and ages would learn and grow in an **unhurried, relaxed atmosphere**;
- The enrollment would be limited so that **children, staff, and parents** would all get to know one another;
- **Parents would share intimately** in the life of the school and the education of the children.

Education centered on the respect for and well-being of the student would become an everyday reality at Clonlara:

- Students would be **free to make mistakes, to learn from those mistakes**, and to grow in the process;
 - They would be **respected as thinking, feeling human beings and treated humanely**;
 - **Students would not be coerced** into learning what was dictated by a board of education or textbook publishers;
 - **Issues affecting students' lives daily** (e.g., the environment, social issues, global events) would be a part of the curriculum;
 - **Travel** would be an integral part of learning and growing;
 - **Every aspect of a student's growth—mental, physical, and emotional—**would receive attention.
- 



ROOTS

...our FOUNDATIONAL STRENGTH

Founded in 1967, Clonlara has been at the forefront of alternative education for 50 years. Over time, the school, founders, and staff have embraced many roles—**ground-breaker, innovator, entrepreneur, advocate, master practitioner, growth engine**—as Clonlara has expanded and matured from its origins in Ann Arbor to a presence on five continents. Through its evolution, the school has always remained true to its fundamental premise:

The value of putting students at the center of the learning process and letting their interests guide their educational experience.

A novel idea to many, but business as usual at Clonlara. **The school stands alone with its 50-year track record of successfully implementing the ideas, values, philosophy, and approach it pioneered.**

CLONLARA, INC. **v.** STATE BOARD OF EDUCATION

Clonlara’s key role in advocating for the rights of homeschooling parents in the United States was invaluable in making homeschooling a legal, acceptable educational option.

- In 1985, Pat Montgomery filed a lawsuit on behalf of Clonlara School and home-educating families, against the Michigan State Board of Education.
- Clonlara contended that school officials were enforcing public school policies against parents educating children at home, as if those policies were law.
- Clonlara won its case in the Michigan Circuit Court. The state appealed.
- Clonlara won once again in the Michigan Court of Appeals. The state appealed again.
- In 1993, the Michigan Supreme Court ruled in Clonlara’s favor. Clonlara’s claim was correct: the State Board of Education was attempting to enforce laws that did not exist.

A victory for homeschooling families across the country; the decision rendered by the Michigan Supreme Court in Clonlara’s favor set a legal precedent. Clonlara’s actions provided momentum for the growing home education movement and made a lasting contribution to its legacy.



Clonlara School

MILESTONES



1967	Pat Montgomery visits A.S. Neill at Summerhill School in England; Clonlara School founded; Montgomerys purchase house on Jewett in Ann Arbor; Clonlara opens as nursery school
1969	Montgomerys purchase house next door—Clonlara grows from one house to two
1970	Child care center opens; portable classrooms added
1973	Elementary school opens in portable
1974	Six- to 13-year-olds served
1978	Family requests Pat Montgomery help them teach their 9-year-old at home, using approach she designed for students of campus school
1979	Launch of Clonlara School Home Based Education Program (HBEP)
1982	Clonlara expands ages served to include 14- to 18-year-olds
1983	Pat Montgomery invited to speak to educators and parents across Japan (12 subsequent invitations)
1985	Launch of Clonlara’s Japanese program; Clonlara featured in OMNI Magazine (October)—as a “school of the future”
1985-1993	Clonlara, Inc. v. State Board of Education court cases: District Court; Court of Appeals; Michigan Supreme Court
1992	25th ANNIVERSARY
1997	Groundbreaking for new building
2003	HBEP materials translated into Spanish; Clonlara opens office in Spain
2004	HBEP translated into German; Clonlara opens office in Germany
2005	Pat Montgomery retires; Pat’s daughter, Chandra Montgomery Nicol, named Executive Director
2007	Clonlara establishes affiliate program in India
2013	Clonlara establishes affiliate program in Costa Rica; HBEP translated into Hungarian; Clonlara opens office in Hungary; launch of Clonlara Online Program
2015	HBEP translated into Portuguese; Clonlara opens office in Portugal
2016	HBEP translated into French; Clonlara opens office in France; HBEP renamed Off-Campus Program
2017	50th ANNIVERSARY; new Clonlara logo introduced





The Clonlara logo “conveys both our spirit of freedom in education, symbolized by the bird and the tree, respectively; and a sense of authority in education, given the laurel wreath and shield.”

~ Chandra Montgomery Nicol, Executive Director

TRUNK

...SUPPORTING all
WE DO

MISSION

Our mission is to provide programs and services that recognize and support a learner’s curiosity, strengths, interests, and talents as the foundation of his or her educational experience.

PHILOSOPHY

The Clonlara School philosophy is that a school must empower learners to participate purposefully and eagerly in their own education. We believe that learning begins with curiosity. Our experience in providing an open environment that fosters creativity has confirmed our belief that children learn best when their interests guide their activities.

CORE BELIEFS

At Clonlara School we believe that:

- ...learning begins with curiosity
- ...children learn best when their interests guide their activities
- ...parents have the right and ability to educate their own children
- ...the world is our classroom and the learning environment is integral to the learning process
- ...a school should allow its students to participate in the design and application of the curriculum
- ...academic learning and the mastery of skills are not limited by the location in which they are sought, either in a school or at home
- ...our approach to education leads to a lifelong love of learning





“Clonlara”
(Klahn-lah-rah)

An Irish word that means “meadow of the mare,” Clonlara is a village in western Ireland, along the Shannon River near Limerick, where Pat Montgomery’s father, John Clancy, attended school as a child. The name honors him as the school’s first benefactor, whose donation enabled the purchase of the school property on Jewett in Ann Arbor.



BRAIN-BASED EDUCATION

Brain-based education is an approach that draws from the science of how the human brain learns naturally and aligns instructional strategies to support student learning at different stages of the brain’s development.

Research in this field affirms what we have been doing at Clonlara for 50 years, *which is to put students at the center of the learning process and let their interests guide their educational experience.*

KEY ASPECTS OF BRAIN-BASED EDUCATION

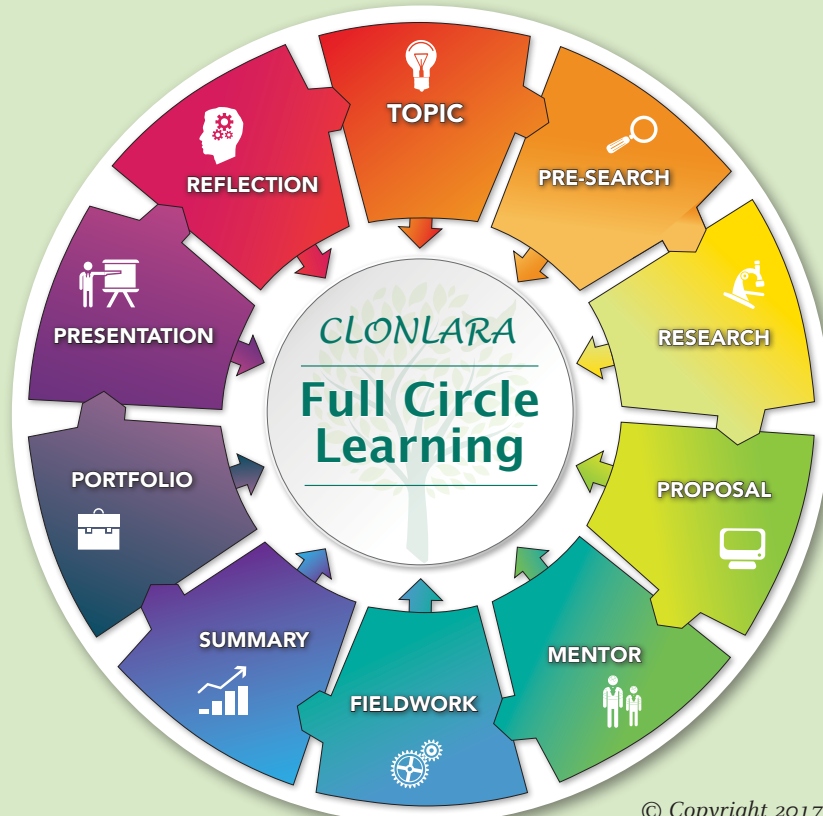
	MECHANISM	IMPACT	CLONLARA RESPONSE
Curiosity... Primes the Brain for Learning	<i>Activates portions of the brain responsible for experiencing reward and pleasure, as well as creating memories</i>	Curious students are more likely to: <ul style="list-style-type: none"> • Enjoy the learning process • Take initiative and work harder • Remember what they've learned 	“Learning begins with curiosity” is our mantra
Metacognition... “Thinking About Thinking” Enables Independent Learning	<i>Enables students to adjust their learning process when necessary to overcome obstacles and experience understanding</i>	Students using meta cognitive strategies experience: <ul style="list-style-type: none"> • Increased independence • Increased learning success 	Full Circle Learning Model
Movement... Boosts Learning, Memory, and More	<i>Physical activity brings about <u>beneficial</u> chemical and structural changes within the brain</i>	Physical activity: <ul style="list-style-type: none"> • Improves memory • Increases attention • Reduces stress • Promotes a positive outlook • Boosts creativity 	Play is essential!
Fear & Stress... Impact the Brain Negatively	<i>Exposure to stress brings about <u>detrimental</u> chemical and structural changes within the brain</i>	Stress negatively impacts: <ul style="list-style-type: none"> • Memory • Attention • Emotional regulation • Executive functioning • Higher-level thinking skills 	Offer safe, non-judgmental support so students can thrive
Relationships... Foster Learning	<i>Brain is “wired” to respond positively to healthy and supportive relationships</i>	Key factors in physical and mental well-being include: <ul style="list-style-type: none"> • Interpersonal connections • Sense of belonging 	Offer programs that nurture and value positive relationships and connectedness

For more, see www.clonlara.org/brain-based-education.

Full Circle **LEARNING** MODEL

Full Circle Learning is an individualized, meaningful, and relevant process. Building on the concepts of metacognition, or “thinking about thinking,” this research-supported model encourages students to formulate questions and discover answers about subjects that capture their attention, leading them to deeper understandings that they are able to share, challenge, and extend.

The steps of Full Circle Learning are not necessarily sequential. In some cases, they will occur in order. In other cases, students may jump back and forth to the step that is appropriate in the moment before settling on a topic, deciding what they want to learn, or discovering what skills they have developed.



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BRANCHES

...**STRUCTURAL**
COMPONENTS of our
OPERATION

PROGRAMS

Clonlara School exists to ignite, fuel, and sometimes rekindle the passion for learning that burns inside of each K-12 student. As a global learning community with a campus in Ann Arbor and off-campus students around the world, we guide all learners and their families in crafting an educational plan that works for them, and let their interests drive the learning process.

Our **Campus**, **Off-Campus**, and **Online Programs** offer students the freedom to ask questions and discover answers about the subjects that capture their attention. Throughout their educational journey, our students actively engage in play and projects that connect to their academic interests and participate in decisions about when, where, and how they will achieve their learning goals.

Each program offers students

- Self-paced learning
- A tailored education plan
- Private school records and a transcript
- An accredited high school diploma upon graduation

CAMPUS PROGRAM. Clonlara's vibrant K-12 campus nurtures a passion for learning that allows students to thrive as individuals. Our teachers work with their students and families to create a handcrafted education that is tailored to each student's unique learning style, needs, and goals.

OFF-CAMPUS PROGRAM. Home-based education that provides students and their families around the world the flexibility and freedom to choose how and what they want to learn. Our advisors support each student in crafting an education plan that is tailored to the student's unique learning styles, needs, and goals.

ONLINE PROGRAM. Offers a comprehensive distance learning option for students who are looking for engaging, ready-to-go courses. Our extensive catalog of teacher supported courses is available to students in grades 5-12, offering a self-paced alternative that students can start at any point in the year.



SELF-DIRECTED EDUCATION

CENTERPIECE OF CLONLARA'S OFF-CAMPUS PROGRAM

Our advisors help students and their families design a curriculum that is customized to meet their goals, while allowing the flexibility and time to pursue their passions. Each student and family develop an individualized plan.

This approach enables students to:

- ...create a curriculum that fits their interests, learning style, and goals
- ...move through subject areas at the pace desired
- ...explore subjects at the depth desired
- ...travel, immerse themselves in a subject, or devote themselves seriously to performing arts, athletics, entrepreneurship, or other pursuits, while still moving forward on their educational path
- ...earn credit toward their high school diploma for doing what they love to do



PROGRAM

SUMMARY



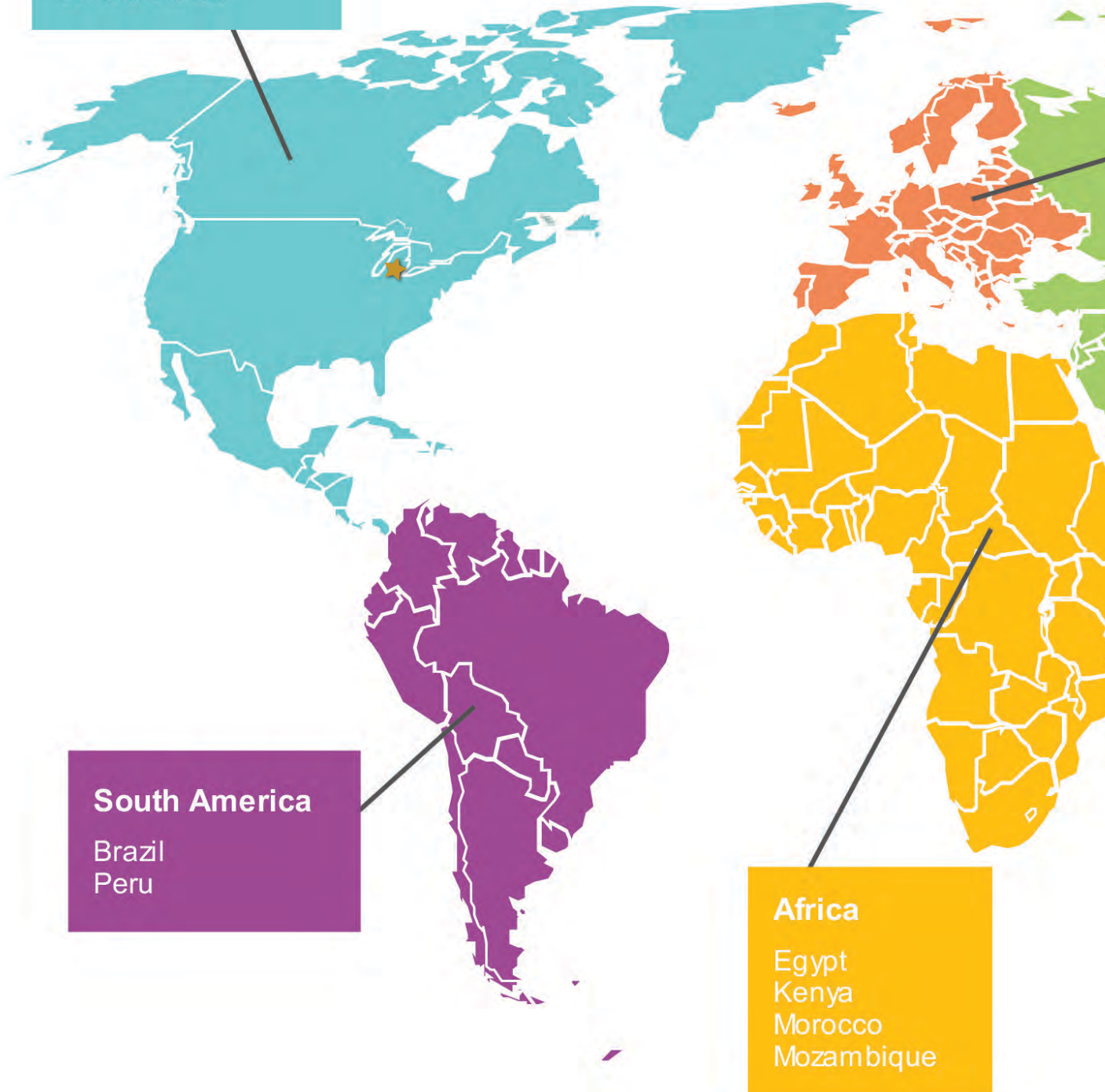
PROGRAM	DESCRIPTION	GRADES	LOCATION	YEAR LAUNCHED
Campus	<ul style="list-style-type: none"> • Three multiage classrooms, led by Clonlara teachers • Low student-teacher ratios • Frequent field trips and engagement with community mentors 	K-12 Youngers (K-5) Middles (6-8) Olders (9-12)	Ann Arbor	1967
Off-Campus	<ul style="list-style-type: none"> • Home-based education • Students and families take charge • No preset curriculum—freedom and flexibility to choose how they learn • Supported by Off-Campus Advisor 	K-12	Worldwide	1979
Online	<ul style="list-style-type: none"> • Distance learning option • Extensive catalog of “ready-to-go” online courses • Supported by Off-Campus Advisor • Can begin at any time during year 	5-12	Worldwide	2013

North America

Bahamas
Canada
Cayman Islands
Costa Rica
Dominican Republic
El Salvador
Mexico
United States

HEADQUARTERS

★ ANN ARBOR, MICHIGAN



STAFF

The Clonlara team is comprised of staff members worldwide. The U.S. staff consists of the Leadership Team, Administration, Campus Teachers, and Off-Campus Advisors. International staff operates offices in Spain, Germany, Hungary, Portugal, and France, supporting students around the world in their native languages.

Europe

Austria
Belgium
Czech Republic
Denmark
Finland
France
Germany
Hungary
Ireland
Moldova
Netherlands
Portugal
Romania
Spain
Sweden
Switzerland
United Kingdom

GEOGRAPHICAL REACH

Clonlara's Off-Campus and Online Programs work with students around the globe. Students can live anywhere in the world, travel or move while enrolled in our programs. In addition, Clonlara affiliates with schools, tutoring centers, and programs throughout the world. Clonlara has multiple affiliation options that provide varying levels of services and support to affiliate programs.

Asia

China
India
Iran
Japan
Oman
Philippines
Saudi Arabia
Singapore
Thailand
United Arab Emirates
Vietnam

LEAVES ...the MANY INDIVIDUALS we SERVE

Over its 50-year history, Clonlara has served more than 50,000 students. Most recently, in the 2016-17 academic year, enrollment totaled nearly 1,000 across its three programs worldwide.

PROGRAM	U.S.	INTERNATIONAL	TOTAL
Campus	38	NA	38
Off-Campus	440	476	916
Online	44	NA	44
Total	522	476	998

Clonlara’s student body is truly a global community. In 2016-17, students resided in more than 40 countries.

WHO are CLONLARA STUDENTS?

Many kinds of students benefit from Clonlara’s programs, including ones who:

Are both *college bound* and *non-college bound*

Are non-traditional learners

-motivated to design their own educational path
-interested in self-paced, self-designed learning opportunities
-realize that the traditional school system is not for them

Need/desire a *more robust educational experience*

-advanced in one or more subject areas
-high achievers who have a special interest they want to study in depth

Need/desire a *more “portable” education*

-traveling extensively
-seriously pursuing interests in performing arts, music, or sports

Have *unique needs arising from a variety of health-related circumstances*

-experience health issues that prevent them from attending school full time
-need credit recovery due to illness, learning disabilities, or other reasons





COMMUNITY SERVICE.

Volunteer service is a core element of Clonlara’s educational approach intended to foster a sense of civic engagement and altruism in our students. Students at all age levels participate in service projects, with 180 hours required during the high school years for graduation.



...SHARING the LOVE



KELLEY BARTLETT, former student

Clonlara Administrative Staff

“I’ve grown up with Clonlara—as a homeschooler, and a campus student. Now, I assist families in discovering educational options that have helped me to discover who I am. Clonlara is more than just a school, Clonlara is a part of who I am. Clonlara is my family.”

DISCOVER ★ WHO I AM



ANDERS LEWISON, former student

Digital Archives Imaging Technician, Carpenter

“My education was driven by my own interests. I was encouraged to explore, get messy, make mistakes, and grow. Among other pursuits, I learned ceramics, designed science experiments, recreated historical battles on a Risk board, studied science fiction as literature, and learned to play the blues on the guitar from my math teacher.”

ENCOURAGED TO EXPLORE ★

FRUIT

...that which **DISTINGUISHES** our **SCHOOL** from **all OTHERS** 

OUR IMPACT

Clonlara School stands alone with its 50-year track record as a leader in alternative education. Significant achievements over the course of our history include:

- 50,000 students served
- 5,000 high school graduates
- Groundbreaking **advocacy for homeschooling**, including establishment of legal precedent
- **Geographic expansion** across the United States and into more than 40 countries worldwide
- **Program expansion** to include Campus, Off-Campus, and Online Programs
- Developing a **network of affiliates** to further broaden the reach of our programs
- Ongoing, relentless commitment to our founding principles of **student-directed, student-empowered** education
- Enduring and thriving for **50 years** in the volatile, ever-changing world of education

These are substantial accomplishments, to be sure. At the end of the day, however, **what truly sets Clonlara apart from other schools** is its **mindset** of placing students at the center of the educational process, and its **mechanisms** for achieving that in practice:

STUDENT AUTONOMY AND EMPOWERMENT.

From the outset, Clonlara has valued placing students at the center of the learning process, letting their interests guide their educational experience. It believes learning begins with curiosity, and that a school must empower learners to participate purposefully and eagerly in their education. *Clonlara intentionally creates an environment in which students' ideas, choices, and leadership are sought, allowed, and respected.*

FULL CIRCLE LEARNING MODEL.

As important as it is to have the right mindset, having a mechanism to put that mindset into practice is equally critical. Full Circle Learning is just that. Not only has Clonlara adopted, implemented, and enhanced this research-supported model, it has done so in a systemized manner. *In this way, Clonlara has intentionally made the model replicable, thereby enabling the school to successfully leverage it across programs, setting, and geography.*

FOCUS ON THE “WHOLE” STUDENT.

When all is said and done, if a school is truly student-centered, education must go beyond academics. Clonlara places a premium on paying close attention to every aspect of a student's growth—mental, physical and emotional. *As such, values like respect, empathy, humanity, individuality, freedom, initiative, and global citizenship are deeply woven into the fabric of Clonlara's everyday life.*

The ultimate measure of a school's success is the impact it has on its students. One key aspect of this impact is the next phase of education a school's graduates are able to pursue. **Overall, Clonlara students have been accepted into more than 400 colleges and universities across the United States and around the world.** These include major public and private universities, private liberal arts colleges, community colleges, performing arts conservatories, schools of art & design, technical institutes, military academies, and more. A complete list of higher learning institutions where Clonlara graduates have been accepted is available on our website.

ACCREDITATION

Accreditation International (AI) www.aiaccredits.org

Middle States Association of Colleges and Schools (MSA-CESS) www.msa-cess.org

National Council for Private School Accreditation (NCPSA) www.ncpsa.org

Nine tenths of education is encouragement.
~ Anatole France



OUR FUTURE

The landscape of learning has changed dramatically in recent years. The Internet now provides us with an encyclopedia in our pocket, enabling ready access to “content.” In addition, a high value is now placed on those strengths and abilities that aren’t measurable in the way that we typically assess academic knowledge. Employers are demanding candidates with “soft” skills, such as problem solving, critical thinking,

communication, teamwork, and flexibility. Skills that have been applauded, but not routinely taught in our traditional school systems. In contrast, Clonlara has a 50-year history as an innovative school, where these skills have been emphasized. Through 50 years of innovation, we have established a strong foundation upon which to grow our influence in education. We aim to achieve this growth through six key strategies:

STRATEGY	RATIONALE/OBJECTIVE
Leverage Full Circle Learning	<ul style="list-style-type: none"> • Represents process-based, rather than content-based, approach. • Flexible learning “tool” that can be used in diverse settings and applications. • Supports student autonomy, connection to community, and lifelong learning.
Broaden Market Distribution	<ul style="list-style-type: none"> • Grow number of affiliates, branch schools, and partnerships to expand our reach by touching more students “indirectly.”
Train Other Educators	<ul style="list-style-type: none"> • Expand our influence in all types of schools (public, private, alternative) by training teachers, administrators, and policymakers on our progressive education model.
Build Reputation as Education Authority	<ul style="list-style-type: none"> • Establish Clonlara as national and international authority in education innovation. • Increase publications (including peer reviewed) and social media/online presence. • Increase participation in/leadership of conferences, workshops, seminars, webinars.
Enhance Ann Arbor Campus	<ul style="list-style-type: none"> • Continue to invest in the Ann Arbor campus, our “core” model, learning lab, and proving ground for education innovation.
Increase Geographic Footprint	<ul style="list-style-type: none"> • Capitalize on international markets which are eager for our products/services, and offer strategic and operational advantages. • Leverage opening of second campus in Hungary (2018) to further expand in Europe.
	Moving forward, Clonlara is well-positioned for growth—our 50 years of experience have paved the way to expanding our place, and our impact, in the field of education!

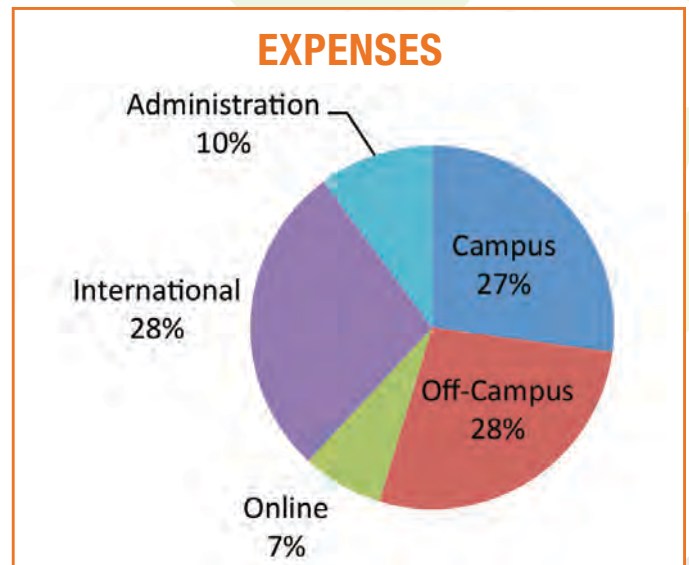
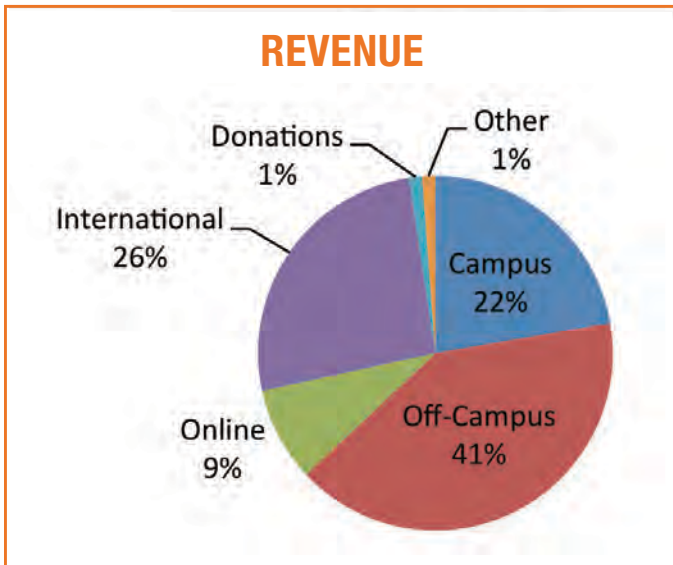
To read more about our Strategic Vision, please visit our website at www.clonlara.org/strategic-vision.

The buzzwords of education now—social-emotional learning, project-based learning, brain-based learning, problem solving skills, critical thinking, teamwork—these are our truth. Clonlara has practiced these for five decades, and we are ready to serve as a model of how to do them well. We are prepared to take our place as an authority in education, around the world. ~ Chandra Montgomery Nicol, *Executive Director*

FINANCIAL SUMMARY

CLONLARA SCHOOL STATEMENT of ACTIVITIES

FISCAL YEAR SEPTEMBER 1, 2016 TO AUGUST 31, 2017




TOTAL REVENUES: \$1,457,499 **TOTAL EXPENSES: \$1,407,924**

- Clonlara’s 2016-17 revenues of \$1.46 million grew approximately 10% over 2015-16 revenues of \$1.32 million.
- Operations are currently funded almost entirely by tuition and program fees with donations comprising about 1% of the revenue stream.
- The Campus, Off-Campus and Online categories relate to programs and services delivered from Ann Arbor, MI.
- The International category relates to Off Campus programs and services delivered through offices in other countries. These currently include Germany, Spain, Hungary, Portugal, and France.
- Students enrolled in the above programs can reside anywhere in the world. In 2016-17, Clonlara students resided in more than 40 countries.

Note:
Financial data is subject to finalization in connection to filling of Form 990 in early 2018.

SPIRIT of MONTGOMERY SCHOLARSHIP FUND

In Fall 2017, Clonlara introduced the Spirit of Montgomery Scholarship Fund, with an initial fundraising target of \$50,000.

Once funded, scholarships will be awarded to applicants exemplifying key Clonlara attributes: Curiosity, Creativity, Collaboration, Compassion, and Commitment. Financial need will also be taken into consideration. 

[...SHARING MORE LOVE]



BRIANNA LANGE '17

Professional Ballet Dancer

“My senior year at Clonlara allowed me to travel around the United States training at different ballet schools, including the International Ballet School in Colorado, Debbie Reynolds’ Studio in North Hollywood, Joffrey Ballet in Chicago, Steps on Broadway, and the Texas Ballet Theater. It was an amazing adventure!”

ALLOWED ME TO ★ TRAVEL



LANDON CHURCHILL '08

Firefighter/Paramedic & Adjunct Emergency Medical Services Faculty

“Counterintuitively, the ability to wander through my education, essentially guided by whim and fancy, served only to accelerate the pace of my learning, and the desire for more.”

The DESIRE FOR MORE ★

Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the particular bent of the genius of each. ~ Plato

*Our mission is to provide
programs and services
that recognize and support
a learner's curiosity, strengths,
interests, and talents
as the foundation of
his or her educational
experience.*



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