



Botsford Elementary School

Clarenceville School District

19515 Lathers
Livonia, Michigan 48152
(248) 919-0402
Fax (248) 919-0442
www.clarenceville.k12.mi.us

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Joseph S. Schiffman

Principal
jschiffmany@clarenceville.k12.mi.us

Patricia Gregg

Secretary
pgregg@clarenceville.k12.mi.us

August 15, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for Botsford Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Mr. Schiffman for assistance.

The AER is available for you to review electronically by visiting the following web site <http://moodle.oakland.k12.mi.us/clarenceville> or you may review a copy in Clarenceville School District's Central Office or Botsford Elementary's main office.

For 2010-2011, Botsford Elementary School made Adequate Yearly Progress (AYP) in English language arts and mathematics. While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

State law requires that we also report the following information.

- Students are assigned to Botsford Elementary based on their geographic location in the district. School of Choice students who attend Botsford are assigned to either elementary school by the Superintendent.
- We are currently working in the second year of our School Improvement Plan and have goals established in the areas of reading, writing and math.
- To access a copy of Clarenceville's Core Curriculum please contact the Director of Curriculum, Ms. Wendy Kellehan.
- We are proud to report that we discuss student achievement with 100% of our parents during the fall conference period.

What a great way to start the new school year! I am so very proud of the efforts that the Botsford staff and students put forth to earn this achievement. Achieving AYP is a strong indicator that the reforms we have implemented are working. Botsford staff will continue to work hard at providing the very best education for our students. I know that with all of us working together, the community, parents, teachers and administrators, we will make certain that our students are prepared socially, emotionally and academically to be productive members of our changing world. Thank you for your continued support.

Sincerely,
Joseph S. Schiffman, Principal

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 03 | All Students | 2009-10 | 100% | 89.8% | 91.4% | 94.4% | 34.7% | 59.7% | 5.6% | 0% |
| English Language Arts / Reading | 03 | All Students | 2010-11 | 100% | 86.8% | 87.2% | 84.4% | 37.5% | 46.9% | 14.1% | 1.6% |
| English Language Arts / Reading | 03 | American Indian or Alaska Native | 2010-11 | <10 | 85% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 95.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 93.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Black or African American | 2009-10 | 100% | 80.6% | 82.6% | 90.9% | 18.2% | 72.7% | 9.1% | 0% |
| English Language Arts / Reading | 03 | Black or African American | 2010-11 | <10 | 74.7% | 66.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Hispanic or Latino | 2009-10 | <10 | 84.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Hispanic or Latino | 2010-11 | <10 | 79.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Two or More Races | 2010-11 | <10 | 86.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | White | 2009-10 | 100% | 92.7% | 92.3% | 94.5% | 40% | 54.5% | 5.5% | 0% |
| English Language Arts / Reading | 03 | White | 2010-11 | 100% | 90.4% | 93.1% | 94.1% | 47.1% | 47.1% | 5.9% | 0% |
| English Language Arts / Reading | 03 | Female | 2009-10 | 100% | 91.9% | 90.8% | 93.5% | 30.4% | 63% | 6.5% | 0% |
| English Language Arts / Reading | 03 | Female | 2010-11 | 100% | 89.3% | 90% | 85.2% | 48.1% | 37% | 14.8% | 0% |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 03 | Male | 2009-10 | 100% | 87.9% | 92.3% | 96.2% | 42.3% | 53.8% | 3.8% | 0% |
| English Language Arts / Reading | 03 | Male | 2010-11 | 100% | 84.3% | 84.9% | 83.8% | 29.7% | 54.1% | 13.5% | 2.7% |
| English Language Arts / Reading | 03 | Economically Disadvantaged | 2009-10 | 100% | 84.5% | 86.3% | 89.5% | 31.6% | 57.9% | 10.5% | 0% |
| English Language Arts / Reading | 03 | Economically Disadvantaged | 2010-11 | 100% | 80.2% | 82.2% | 83.3% | 30.6% | 52.8% | 13.9% | 2.8% |
| English Language Arts / Reading | 03 | Limited English Proficient | 2009-10 | <10 | 82.2% | 90% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Limited English Proficient | 2010-11 | <10 | 71.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Students with Disabilities | 2009-10 | <10 | 71% | 64.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Students with Disabilities | 2010-11 | <10 | 62.1% | 47.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | All Students | 2009-10 | 100% | 84.1% | 83.6% | 81% | 30.2% | 50.8% | 17.5% | 1.6% |
| English Language Arts / Reading | 04 | All Students | 2010-11 | 100% | 84.1% | 85.7% | 87.5% | 44.4% | 43.1% | 11.1% | 1.4% |
| English Language Arts / Reading | 04 | American Indian or Alaska Native | 2009-10 | <10 | 83.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 90.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 91.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Black or African American | 2009-10 | <10 | 68.6% | 57.1% | <10 | <10 | <10 | <10 | <10 |

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| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------------------------------|-------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 04 | Black or African American | 2010-11 | 100% | 69.1% | 75% | 84.6% | 38.5% | 46.2% | 7.7% | 7.7% |
| English Language Arts / Reading | 04 | Hispanic or Latino | 2009-10 | <10 | 74.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Hispanic or Latino | 2010-11 | <10 | 77.9% | 81.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Two or More Races | 2010-11 | <10 | 83.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | White | 2009-10 | 100% | 88.9% | 90.2% | 87% | 39.1% | 47.8% | 13% | 0% |
| English Language Arts / Reading | 04 | White | 2010-11 | 100% | 88.5% | 89.5% | 90.2% | 49% | 41.2% | 9.8% | 0% |
| English Language Arts / Reading | 04 | Female | 2009-10 | 100% | 86.1% | 88.2% | 85% | 30% | 55% | 15% | 0% |
| English Language Arts / Reading | 04 | Female | 2010-11 | 100% | 87% | 89.9% | 88.4% | 44.2% | 44.2% | 11.6% | 0% |
| English Language Arts / Reading | 04 | Male | 2009-10 | 100% | 82.1% | 80.7% | 79.1% | 30.2% | 48.8% | 18.6% | 2.3% |
| English Language Arts / Reading | 04 | Male | 2010-11 | 100% | 81.3% | 80.9% | 86.2% | 44.8% | 41.4% | 10.3% | 3.4% |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2009-10 | 100% | 75.7% | 79.5% | 79.4% | 26.5% | 52.9% | 20.6% | 0% |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2010-11 | 100% | 76.1% | 81.8% | 84.2% | 36.8% | 47.4% | 13.2% | 2.6% |
| English Language Arts / Reading | 04 | Limited English Proficient | 2009-10 | <10 | 64.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Limited English Proficient | 2010-11 | <10 | 66.5% | <10 | <10 | <10 | <10 | <10 | <10 |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 04 | Students with Disabilities | 2009-10 | <10 | 58% | 43.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Students with Disabilities | 2010-11 | <10 | 54.2% | 38.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | All Students | 2009-10 | 100% | 85.2% | 83.1% | 78.3% | 35% | 43.3% | 13.3% | 8.3% |
| English Language Arts / Reading | 05 | All Students | 2010-11 | 100% | 85.1% | 84.1% | 79.4% | 33.8% | 45.6% | 10.3% | 10.3% |
| English Language Arts / Reading | 05 | American Indian or Alaska Native | 2009-10 | <10 | 82.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | American Indian or Alaska Native | 2010-11 | <10 | 83.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 90.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 92.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Black or African American | 2009-10 | <10 | 70.4% | 66.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Black or African American | 2010-11 | 100% | 71.6% | 64.5% | 53.8% | 15.4% | 38.5% | 15.4% | 30.8% |
| English Language Arts / Reading | 05 | Hispanic or Latino | 2009-10 | <10 | 74.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Hispanic or Latino | 2010-11 | <10 | 78.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Two or More Races | 2010-11 | <10 | 85.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | White | 2009-10 | 100% | 89.8% | 85.3% | 83.3% | 41.7% | 41.7% | 12.5% | 4.2% |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 05 | White | 2010-11 | 100% | 89% | 91.8% | 87% | 43.5% | 43.5% | 8.7% | 4.3% |
| English Language Arts / Reading | 05 | Female | 2009-10 | 100% | 86.8% | 75% | 68.2% | 22.7% | 45.5% | 22.7% | 9.1% |
| English Language Arts / Reading | 05 | Female | 2010-11 | 100% | 87.7% | 90.7% | 80% | 30% | 50% | 10% | 10% |
| English Language Arts / Reading | 05 | Male | 2009-10 | 100% | 83.5% | 88.2% | 84.2% | 42.1% | 42.1% | 7.9% | 7.9% |
| English Language Arts / Reading | 05 | Male | 2010-11 | 100% | 82.6% | 80.2% | 79.2% | 35.4% | 43.8% | 10.4% | 10.4% |
| English Language Arts / Reading | 05 | Economically Disadvantaged | 2009-10 | 100% | 76.6% | 76.3% | 71% | 25.8% | 45.2% | 22.6% | 6.5% |
| English Language Arts / Reading | 05 | Economically Disadvantaged | 2010-11 | 100% | 77.4% | 80.9% | 73.8% | 28.6% | 45.2% | 14.3% | 11.9% |
| English Language Arts / Reading | 05 | Limited English Proficient | 2009-10 | <10 | 61.8% | 80% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Limited English Proficient | 2010-11 | <10 | 63.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Students with Disabilities | 2009-10 | <10 | 57.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Students with Disabilities | 2010-11 | <10 | 53% | 43.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | 100% | 94.8% | 96.1% | 93.1% | 66.7% | 26.4% | 6.9% | 0% |
| Mathematics | 03 | All Students | 2010-11 | 100% | 95.3% | 95.5% | 92.2% | 46.9% | 45.3% | 7.8% | 0% |
| Mathematics | 03 | American Indian or Alaska Native | 2010-11 | <10 | 95.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 98% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 98.2% | <10 | <10 | <10 | <10 | <10 | <10 |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 03 | Black or African American | 2009-10 | 100% | 87.7% | 82.6% | 72.7% | 27.3% | 45.5% | 27.3% | 0% |
| Mathematics | 03 | Black or African American | 2010-11 | <10 | 88.6% | 85.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Hispanic or Latino | 2009-10 | <10 | 92.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Hispanic or Latino | 2010-11 | <10 | 93.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Two or More Races | 2010-11 | <10 | 95.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | 100% | 96.9% | 99.1% | 98.2% | 74.5% | 23.6% | 1.8% | 0% |
| Mathematics | 03 | White | 2010-11 | 100% | 97.1% | 98% | 96.1% | 52.9% | 43.1% | 3.9% | 0% |
| Mathematics | 03 | Female | 2009-10 | 100% | 94.8% | 94.3% | 91.3% | 60.9% | 30.4% | 8.7% | 0% |
| Mathematics | 03 | Female | 2010-11 | 100% | 95.3% | 95% | 88.9% | 51.9% | 37% | 11.1% | 0% |
| Mathematics | 03 | Male | 2009-10 | 100% | 94.8% | 98.5% | 96.2% | 76.9% | 19.2% | 3.8% | 0% |
| Mathematics | 03 | Male | 2010-11 | 100% | 95.3% | 95.9% | 94.6% | 43.2% | 51.4% | 5.4% | 0% |
| Mathematics | 03 | Economically Disadvantaged | 2009-10 | 100% | 91.9% | 93.8% | 89.5% | 65.8% | 23.7% | 10.5% | 0% |
| Mathematics | 03 | Economically Disadvantaged | 2010-11 | 100% | 92.7% | 93.2% | 88.9% | 38.9% | 50% | 11.1% | 0% |
| Mathematics | 03 | Limited English Proficient | 2009-10 | <10 | 92.1% | 90% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Limited English Proficient | 2010-11 | <10 | 92.1% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Students with Disabilities | 2009-10 | <10 | 87.8% | 85.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Students with Disabilities | 2010-11 | <10 | 88.7% | 94.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | 100% | 92.3% | 94.8% | 93.8% | 56.3% | 37.5% | 6.3% | 0% |
| Mathematics | 04 | All Students | 2010-11 | 100% | 91.5% | 95.2% | 97.2% | 48.6% | 48.6% | 2.8% | 0% |
| Mathematics | 04 | American Indian or Alaska Native | 2009-10 | <10 | 89.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 96.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 96.8% | <10 | <10 | <10 | <10 | <10 | <10 |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 04 | Black or African American | 2009-10 | 100% | 82.3% | 90.9% | 90% | 20% | 70% | 10% | 0% |
| Mathematics | 04 | Black or African American | 2010-11 | 100% | 81.2% | 87.5% | 92.3% | 38.5% | 53.8% | 7.7% | 0% |
| Mathematics | 04 | Hispanic or Latino | 2009-10 | <10 | 89.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Hispanic or Latino | 2010-11 | <10 | 88.7% | 90.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Two or More Races | 2010-11 | <10 | 90.9% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2009-10 | 100% | 95.1% | 96.1% | 95.7% | 69.6% | 26.1% | 4.3% | 0% |
| Mathematics | 04 | White | 2010-11 | 100% | 94.3% | 97.1% | 98% | 52.9% | 45.1% | 2% | 0% |
| Mathematics | 04 | Female | 2009-10 | 100% | 92.9% | 100% | 100% | 45% | 55% | 0% | 0% |
| Mathematics | 04 | Female | 2010-11 | 100% | 91.6% | 93.7% | 95.3% | 46.5% | 48.8% | 4.7% | 0% |
| Mathematics | 04 | Male | 2009-10 | 100% | 91.6% | 91.7% | 90.9% | 61.4% | 29.5% | 9.1% | 0% |
| Mathematics | 04 | Male | 2010-11 | 100% | 91.3% | 97.1% | 100% | 51.7% | 48.3% | 0% | 0% |
| Mathematics | 04 | Economically Disadvantaged | 2009-10 | 100% | 87.8% | 92.3% | 88.2% | 50% | 38.2% | 11.8% | 0% |
| Mathematics | 04 | Economically Disadvantaged | 2010-11 | 100% | 86.9% | 90.9% | 94.7% | 44.7% | 50% | 5.3% | 0% |
| Mathematics | 04 | Limited English Proficient | 2009-10 | <10 | 86.6% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Limited English Proficient | 2010-11 | <10 | 84.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Students with Disabilities | 2009-10 | <10 | 80% | 94.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Students with Disabilities | 2010-11 | <10 | 77.5% | 69.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | 100% | 79.5% | 80.8% | 82% | 39.3% | 42.6% | 16.4% | 1.6% |
| Mathematics | 05 | All Students | 2010-11 | 100% | 79.9% | 77.9% | 79.4% | 50% | 29.4% | 16.2% | 4.4% |
| Mathematics | 05 | American Indian or Alaska Native | 2009-10 | <10 | 71.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | American Indian or Alaska Native | 2010-11 | <10 | 73.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 93% | <10 | <10 | <10 | <10 | <10 | <10 |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 92.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 62.5% | 63.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2010-11 | 100% | 61.3% | 58.1% | 53.8% | 15.4% | 38.5% | 38.5% | 7.7% |
| Mathematics | 05 | Hispanic or Latino | 2009-10 | <10 | 71% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Hispanic or Latino | 2010-11 | <10 | 73.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Two or More Races | 2010-11 | <10 | 77.5% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2009-10 | 100% | 84.3% | 83.2% | 87.5% | 45.8% | 41.7% | 12.5% | 0% |
| Mathematics | 05 | White | 2010-11 | 100% | 85.1% | 83.7% | 87% | 67.4% | 19.6% | 10.9% | 2.2% |
| Mathematics | 05 | Female | 2009-10 | 100% | 79.6% | 77.1% | 72.7% | 27.3% | 45.5% | 27.3% | 0% |
| Mathematics | 05 | Female | 2010-11 | 100% | 80.1% | 75.9% | 75% | 40% | 35% | 25% | 0% |
| Mathematics | 05 | Male | 2009-10 | 100% | 79.4% | 83.1% | 87.2% | 46.2% | 41% | 10.3% | 2.6% |
| Mathematics | 05 | Male | 2010-11 | 100% | 79.7% | 79.1% | 81.3% | 54.2% | 27.1% | 12.5% | 6.3% |
| Mathematics | 05 | Economically Disadvantaged | 2009-10 | 100% | 69.8% | 76.7% | 81.3% | 31.3% | 50% | 15.6% | 3.1% |
| Mathematics | 05 | Economically Disadvantaged | 2010-11 | 100% | 70.2% | 75.5% | 76.2% | 38.1% | 38.1% | 16.7% | 7.1% |
| Mathematics | 05 | Limited English Proficient | 2009-10 | <10 | 67.6% | 50% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Limited English Proficient | 2010-11 | <10 | 64.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Students with Disabilities | 2009-10 | <10 | 52.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Students with Disabilities | 2010-11 | <10 | 50.2% | 43.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | 100% | 81% | 79.4% | 82% | 50.8% | 31.1% | 11.5% | 6.6% |
| Science | 05 | All Students | 2010-11 | 100% | 78.1% | 80.7% | 77.9% | 39.7% | 38.2% | 19.1% | 2.9% |
| Science | 05 | American Indian or Alaska Native | 2009-10 | <10 | 77.2% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | American Indian or Alaska Native | 2010-11 | <10 | 74.6% | <10 | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - Michigan Educational Assessment Program (MEAP)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Science | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | <10 | 88.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | <10 | 87.4% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2009-10 | <10 | 59.6% | 52.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2010-11 | 100% | 52.8% | 54.8% | 46.2% | 7.7% | 38.5% | 46.2% | 7.7% |
| Science | 05 | Hispanic or Latino | 2009-10 | <10 | 68.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Hispanic or Latino | 2010-11 | <10 | 67.8% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Two or More Races | 2010-11 | <10 | 77.3% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2009-10 | 100% | 87.5% | 87.2% | 89.4% | 55.3% | 34% | 6.4% | 4.3% |
| Science | 05 | White | 2010-11 | 100% | 85.5% | 89.8% | 89.1% | 50% | 39.1% | 8.7% | 2.2% |
| Science | 05 | Female | 2009-10 | 100% | 81.1% | 77.6% | 73.9% | 43.5% | 30.4% | 17.4% | 8.7% |
| Science | 05 | Female | 2010-11 | 100% | 78.6% | 83.3% | 80% | 30% | 50% | 15% | 5% |
| Science | 05 | Male | 2009-10 | 100% | 80.8% | 80.5% | 86.8% | 55.3% | 31.6% | 7.9% | 5.3% |
| Science | 05 | Male | 2010-11 | 100% | 77.5% | 79.1% | 77.1% | 43.8% | 33.3% | 20.8% | 2.1% |
| Science | 05 | Economically Disadvantaged | 2009-10 | 100% | 70.6% | 72.6% | 75.8% | 42.4% | 33.3% | 18.2% | 6.1% |
| Science | 05 | Economically Disadvantaged | 2010-11 | 100% | 66.6% | 74.5% | 69% | 31% | 38.1% | 28.6% | 2.4% |
| Science | 05 | Limited English Proficient | 2009-10 | <10 | 56.7% | 50% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Limited English Proficient | 2010-11 | <10 | 49% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Students with Disabilities | 2009-10 | <10 | 60.7% | <10 | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Students with Disabilities | 2010-11 | <10 | 54.1% | 43.8% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - Michigan Merit Examination (MME)

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Advanced (Level 1) | % Proficient (Level 2) | % Partially Proficient (Level 3) | % Not Proficient (Level 4) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - MI-Access : Functional Independence

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-------------|-------|---------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| Mathematics | 03 | All Students | 2009-10 | <10 | 76.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2010-11 | <10 | 74.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | <10 | 79.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2010-11 | <10 | 77.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Female | 2010-11 | <10 | 73.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2009-10 | <10 | 78.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2010-11 | <10 | 75.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2010-11 | <10 | 82.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2010-11 | <10 | 84.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2010-11 | <10 | 84.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | <10 | 71.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2010-11 | <10 | 71.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2010-11 | <10 | 64.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2009-10 | <10 | 74.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2009-10 | <10 | 74.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2010-11 | <10 | 74.4% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | <10 | 58% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2010-11 | <10 | 56.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2009-10 | <10 | 48.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2010-11 | <10 | 47.1% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2009-10 | <10 | 63.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2009-10 | <10 | 61.6% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2010-11 | <10 | 59.6% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - MI-Access : Supported Independence

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-----------------------|-------|---------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| English Language Arts | 03 | All Students | 2009-10 | <10 | 81.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | Black or African American | 2009-10 | <10 | 80.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 03 | Male | 2009-10 | <10 | 80.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | All Students | 2010-11 | <10 | 77.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | Black or African American | 2010-11 | <10 | 74.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 04 | Male | 2010-11 | <10 | 78.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | All Students | 2010-11 | <10 | 75.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | Hispanic or Latino | 2010-11 | <10 | 90.3% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | Male | 2010-11 | <10 | 75.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | <10 | 87.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Black or African American | 2009-10 | <10 | 88.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2009-10 | <10 | 88.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2010-11 | <10 | 83.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Black or African American | 2010-11 | <10 | 81.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Male | 2010-11 | <10 | 82.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2010-11 | <10 | 84.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Hispanic or Latino | 2010-11 | <10 | 93.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2010-11 | <10 | 84.5% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2010-11 | <10 | 78.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Hispanic or Latino | 2010-11 | <10 | 90.3% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2010-11 | <10 | 77.5% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - MI-Access : Participation

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Surpassed (Level 1) | % Attained (Level 2) | % Emerging (Level 3) |
|-----------------------|-------|---------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
| English Language Arts | 05 | All Students | 2009-10 | <10 | 62.1% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | Black or African American | 2009-10 | <10 | 60.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts | 05 | Male | 2009-10 | <10 | 62.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | <10 | 58.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 57.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2009-10 | <10 | 60.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | <10 | 66.7% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Black or African American | 2009-10 | <10 | 62.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Male | 2009-10 | <10 | 68.6% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Student Assessment Data - MEAP-Access

| Subject | Grade | Student Group | School Year | % Students Tested | State % Students Proficient | District % Students Proficient | School % Students Proficient | % Level 1 | % Level 2 | % Level 3 |
|-------------|-------|----------------------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------|-----------|-----------|
| Reading | 03 | All Students | 2009-10 | <10 | 31.3% | <10 | <10 | <10 | <10 | <10 |
| Reading | 03 | White | 2009-10 | <10 | 31.7% | <10 | <10 | <10 | <10 | <10 |
| Reading | 03 | Male | 2009-10 | <10 | 31.2% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | All Students | 2009-10 | <10 | 50.7% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Black or African American | 2009-10 | <10 | 43.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Female | 2009-10 | <10 | 50.6% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Economically Disadvantaged | 2009-10 | <10 | 49.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | All Students | 2009-10 | <10 | 50% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | Black or African American | 2009-10 | <10 | 41.1% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | Female | 2009-10 | <10 | 53.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | Male | 2009-10 | <10 | 48% | <10 | <10 | <10 | <10 | <10 |
| Reading | 05 | Economically Disadvantaged | 2009-10 | <10 | 48% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | <10 | 60.1% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | <10 | 63.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Male | 2009-10 | <10 | 62.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | <10 | 73% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Black or African American | 2009-10 | <10 | 67.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Female | 2009-10 | <10 | 71.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Economically Disadvantaged | 2009-10 | <10 | 72.5% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | <10 | 62.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 55.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Female | 2009-10 | <10 | 60.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Male | 2009-10 | <10 | 63.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Economically Disadvantaged | 2009-10 | <10 | 60.3% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

AYP Detail Data

| Student Group | Location | Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|---|----------|---------------------------------|---------------------|-----------------------|
| All Students | State | English Language Arts / Reading | 98.9% | 93.7% |
| All Students | State | Mathematics | 98.6% | 94.4% |
| All Students | District | English Language Arts / Reading | 99.4% | 94.9% |
| All Students | District | Mathematics | 98.1% | 95.2% |
| All Students | School | English Language Arts / Reading | 100% | 95.3% |
| All Students | School | Mathematics | 100% | 97.7% |
| American Indian or Alaska Native | State | English Language Arts / Reading | 98.4% | 92.1% |
| American Indian or Alaska Native | State | Mathematics | 98.1% | 93.4% |
| American Indian or Alaska Native | District | English Language Arts / Reading | <30 | <30 |
| American Indian or Alaska Native | District | Mathematics | <30 | <30 |
| American Indian or Alaska Native | School | English Language Arts / Reading | <30 | <30 |
| American Indian or Alaska Native | School | Mathematics | <30 | <30 |
| Asian, Native Hawaiian, or Pacific Islander | State | English Language Arts / Reading | 100.5% | 96.5% |
| Asian, Native Hawaiian, or Pacific Islander | State | Mathematics | 99.3% | 97.4% |
| Asian, Native Hawaiian, or Pacific Islander | District | English Language Arts / Reading | 100% | 94.1% |
| Asian, Native Hawaiian, or Pacific Islander | District | Mathematics | 100% | 97.1% |
| Asian, Native Hawaiian, or Pacific Islander | School | English Language Arts / Reading | <30 | <30 |
| Asian, Native Hawaiian, or Pacific Islander | School | Mathematics | <30 | <30 |
| Black or African American | State | English Language Arts / Reading | 96.8% | 87.7% |
| Black or African American | State | Mathematics | 96.4% | 88.9% |
| Black or African American | District | English Language Arts / Reading | 98.1% | 89% |
| Black or African American | District | Mathematics | 95.2% | 90.6% |
| Black or African American | School | English Language Arts / Reading | 100% | 80% |
| Black or African American | School | Mathematics | 100% | 91.4% |
| Hispanic or Latino | State | English Language Arts / Reading | 98.8% | 91.7% |
| Hispanic or Latino | State | Mathematics | 98.1% | 93.4% |
| Hispanic or Latino | District | English Language Arts / Reading | 100% | 92.9% |
| Hispanic or Latino | District | Mathematics | 97.2% | 92.9% |
| Hispanic or Latino | School | English Language Arts / Reading | <30 | <30 |
| Hispanic or Latino | School | Mathematics | <30 | <30 |
| Two or More Races | State | English Language Arts / Reading | 99.2% | 94.1% |
| Two or More Races | State | Mathematics | 99% | 94.9% |
| Two or More Races | District | English Language Arts / Reading | <30 | <30 |
| Two or More Races | District | Mathematics | <30 | <30 |
| Two or More Races | School | English Language Arts / Reading | <30 | <30 |
| Two or More Races | School | Mathematics | <30 | <30 |
| White | State | English Language Arts / Reading | 99.4% | 95.1% |
| White | State | Mathematics | 99.2% | 95.6% |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

AYP Detail Data

| Student Group | Location | Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|----------------------------|----------|---------------------------------|---------------------|-----------------------|
| White | District | English Language Arts / Reading | 99.7% | 96.4% |
| White | District | Mathematics | 98.9% | 96.3% |
| White | School | English Language Arts / Reading | 100% | 98.5% |
| White | School | Mathematics | 100% | 99% |
| Economically Disadvantaged | State | English Language Arts / Reading | 98.4% | 90.4% |
| Economically Disadvantaged | State | Mathematics | 98.1% | 91.9% |
| Economically Disadvantaged | District | English Language Arts / Reading | 98.9% | 93.9% |
| Economically Disadvantaged | District | Mathematics | 97.1% | 94.9% |
| Economically Disadvantaged | School | English Language Arts / Reading | 100% | 95% |
| Economically Disadvantaged | School | Mathematics | 100% | 96.4% |
| Limited English Proficient | State | English Language Arts / Reading | 99% | 85.3% |
| Limited English Proficient | State | Mathematics | 98.2% | 91.2% |
| Limited English Proficient | District | English Language Arts / Reading | 100% | 96.7% |
| Limited English Proficient | District | Mathematics | 97.2% | 90% |
| Limited English Proficient | School | English Language Arts / Reading | <30 | <30 |
| Limited English Proficient | School | Mathematics | <30 | <30 |
| Students with Disabilities | State | English Language Arts / Reading | 97.8% | 72.9% |
| Students with Disabilities | State | Mathematics | 97.6% | 78.9% |
| Students with Disabilities | District | English Language Arts / Reading | 97.6% | 75.5% |
| Students with Disabilities | District | Mathematics | 87.8% | 85.9% |
| Students with Disabilities | School | English Language Arts / Reading | <30 | <30 |
| Students with Disabilities | School | Mathematics | <30 | <30 |

Note: 1100 Recently arrived LEP students took part in the State's ELPA instead of the MEAP/MME/MI-Access.

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

AYP Detail Data - Graduation Rate

| Student Group | Location | Graduation Rate (High Schools only) (Goal 80%) |
|---|----------|--|
| All Students | State | 75.96% |
| All Students | District | 86.52% |
| American Indian or Alaska Native | State | 65.87% |
| Asian, Native Hawaiian, or Pacific Islander | State | 87.07% |
| Asian, Native Hawaiian, or Pacific Islander | District | <10 |
| Black or African American | State | 57.97% |
| Black or African American | District | 90.32% |
| Hispanic or Latino | State | 63.52% |
| Hispanic or Latino | District | <10 |
| Two or More Races | State | 66.55% |
| White | State | 82.04% |
| White | District | 85.85% |
| Economically Disadvantaged | State | 66.59% |
| Economically Disadvantaged | District | 78.26% |
| Limited English Proficient | State | 83.13% |
| Limited English Proficient | District | <10 |
| Students with Disabilities | State | 58.68% |
| Students with Disabilities | District | 58.82% |

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

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

AYP Detail Data - Attendance Rate

| Student Group | Location | Attendance Rate (Goal 90%) |
|---|-----------------|-----------------------------------|
| All Students | State | 94.9% |
| All Students | District | 94.9% |
| All Students | School | 95% |
| American Indian or Alaska Native | State | 94% |
| American Indian or Alaska Native | District | 96.4% |
| American Indian or Alaska Native | School | 95.4% |
| Asian, Native Hawaiian, or Pacific Islander | State | 96.6% |
| Asian, Native Hawaiian, or Pacific Islander | District | 97.2% |
| Asian, Native Hawaiian, or Pacific Islander | School | 94.6% |
| Black or African American | State | 91.9% |
| Black or African American | District | 94.6% |
| Black or African American | School | 94.7% |
| Hispanic or Latino | State | 94.2% |
| Hispanic or Latino | District | 94.9% |
| Hispanic or Latino | School | 96% |
| Two or More Races | State | 94.7% |
| Two or More Races | District | 93.9% |
| Two or More Races | School | 91.4% |
| White | State | 95.6% |
| White | District | 94.9% |
| White | School | 94.9% |
| Economically Disadvantaged | State | 93.4% |
| Economically Disadvantaged | District | 93.8% |
| Economically Disadvantaged | School | 94.1% |
| Limited English Proficient | State | 94.8% |
| Limited English Proficient | District | 96.5% |
| Limited English Proficient | School | 96.1% |
| Students with Disabilities | State | 93.4% |
| Students with Disabilities | District | 91.9% |
| Students with Disabilities | School | 92.4% |

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

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Michigan Annual AYP Objectives for Reading/ELA

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 38% | | | 31% | | 42% |
| 2002-03 | | 38% | | | 31% | | 42% |
| 2003-04 | | 38% | | | 31% | | 42% |
| 2004-05 | | 48% | | | 43% | | 52% |
| 2005-06 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2006-07 | 50% | 48% | 46% | 45% | 43% | 41% | 52% |
| 2007-08 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2008-09 | 60% | 59% | 57% | 56% | 54% | 53% | 61% |
| 2009-10 | 70% | 69% | 68% | 67% | 66% | 65% | 71% |
| 2010-11 | 78% | 77% | 76% | 75% | 74% | 73% | 79% |
| 2011-12 | 86% | 85% | 84% | 83% | 82% | 82% | 86% |
| 2012-13 | 93% | 92% | 92% | 91% | 91% | 91% | 93% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Michigan Annual AYP Objectives for Mathematics

| School Year | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 11 |
|-------------|---------|---------|---------|---------|---------|---------|----------|
| 2001-02 | | 47% | | | | 31% | 33% |
| 2002-03 | | 47% | | | | 31% | 33% |
| 2003-04 | | 47% | | | | 31% | 33% |
| 2004-05 | | 56% | | | | 43% | 44% |
| 2005-06 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2006-07 | 59% | 56% | 53% | 50% | 46% | 43% | 44% |
| 2007-08 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2008-09 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2009-10 | 67% | 65% | 62% | 60% | 57% | 54% | 55% |
| 2010-11 | 75% | 74% | 71% | 70% | 67% | 66% | 67% |
| 2011-12 | 83% | 82% | 81% | 80% | 78% | 77% | 78% |
| 2012-13 | 91% | 91% | 90% | 90% | 89% | 89% | 89% |
| 2013-14 | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

School AYP Status

| Title 1 Status | AYP ELA/Reading Status | AYP Mathematics Status | AYP Overall Status | Education Yes Report Card Grade | School Improvement Status | Years in Improvement |
|----------------|------------------------|------------------------|--------------------|---------------------------------|---------------------------|----------------------|
| Yes | Met | Met | Met | A | N/A | 0 |

% of Schools making AYP: 86.4%
 % of Schools in School Improvement status: 13.6%
 % of Schools in Corrective Action status: 0%
 % of Schools in Restructuring status: 0%
 % of Title I Schools making AYP: 100%
 % of Title I Schools in School Improvement status: 0%
 % of Title I Schools in Corrective Action status: 0%
 % of Title I Schools in Restructuring status: 0%

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Teacher Quality Data

| | Other | B.A. | M.A. | Ph.D |
|--|--------------|-------------|-------------|-------------|
| Professional Qualifications of All Public Elementary and Secondary School Teachers in the School | 0 | 4 | 27 | 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

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Teacher Quality Data

| | Certification Percent |
|--|------------------------------|
| Percentage of Public Elementary and Secondary School Teachers in the School with Emergency Certification | 0% |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

Teacher Quality Data

| | School Aggregate |
|---|-------------------------|
| Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers | 0% |

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

NAEP 2009 Grade 4 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 22 | 43 | 30 | 5 |
| Male | 50 | 22 | 41 | 30 | 7 |
| Female | 50 | 22 | 45 | 29 | 4 |
| National Lunch Program Eligibility | 43 | 36 | 47 | 16 | 1 |
| Eligible | 56 | 11 | 40 | 40 | 9 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 71 | 14 | 43 | 37 | 6 |
| Black | 20 | 52 | 39 | 9 | 0 |
| Hispanic | 5 | 29 | 51 | 19 | 1 |
| Asian Amer/Pacif Isl | 3 | 13 | 32 | 36 | 19 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 12 | 42 | 39 | 17 | 2 |
| SD | 88 | 19 | 44 | 31 | 6 |
| Not SD | | | | | |
| Student is an English Language Learner | 3 | 48 | 40 | 11 | 1 |
| ELL | 97 | 21 | 43 | 31 | 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 Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

NAEP 2009 Grade 8 Mathematics Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 32 | 37 | 24 | 7 |
| Male | 51 | 31 | 37 | 24 | 8 |
| Female | 49 | 33 | 38 | 24 | 5 |
| National Lunch Program Eligibility | 38 | 50 | 37 | 12 | 1 |
| Eligible | 62 | 21 | 38 | 31 | 10 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 74 | 23 | 40 | 29 | 8 |
| Black | 18 | 68 | 27 | 4 | 1 |
| Hispanic | 4 | 38 | 45 | 15 | 2 |
| Asian Amer/Pacif Isl | 2 | 11 | 30 | 31 | 28 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | ‡ | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 10 | 75 | 22 | 2 | 1 |
| SD | 90 | 27 | 39 | 27 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 2 | 58 | 32 | 10 | 0 |
| ELL | 98 | 32 | 37 | 24 | 7 |
| Not ELL | | | | | |

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment Program (NAEP) 2009 Mathematics Achievement.

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

NAEP 2009 Grade 4 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 36 | 34 | 23 | 6 |
| Male | 50 | 39 | 35 | 21 | 5 |
| Female | 50 | 32 | 34 | 26 | 8 |
| National Lunch Program Eligibility | 43 | | 33 | 13 | 2 |
| Eligible | 57 | 52 | 36 | 31 | 10 |
| Not Eligible | # | 24 | ‡ | ‡ | ‡ |
| Info not available | | ‡ | | | |
| Race Ethnicity | | | | | |
| White | 71 | 28 | 36 | 28 | 8 |
| Black | 19 | 65 | 26 | 7 | 1 |
| Hispanic | 5 | 49 | 34 | 15 | 2 |
| Asian Amer/Pacif Isl | 3 | 21 | 37 | 25 | 17 |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 10 | 66 | 24 | 8 | 3 |
| SD | 90 | 32 | 36 | 25 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 3 | 65 | 26 | 9 | 1 |
| ELL | 97 | 35 | 35 | 24 | 7 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

NAEP 2009 Grade 8 Reading Results

| Reporting Group | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 28 | 41 | 28 | 3 |
| Male | 51 | 33 | 42 | 23 | 2 |
| Female | 49 | 23 | 41 | 32 | 4 |
| National Lunch Program Eligibility | 37 | 44 | 41 | 14 | 1 |
| Eligible | 62 | 18 | 42 | 36 | 4 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race Ethnicity | | | | | |
| White | 74 | 21 | 32 | 32 | 3 |
| Black | 18 | 54 | 37 | 9 | # |
| Hispanic | 4 | 40 | 34 | 24 | 2 |
| Asian Amer/Pacif Isl | 2 | ‡ | ‡ | ‡ | ‡ |
| American Indian | 1 | ‡ | ‡ | ‡ | ‡ |
| Unclassified | 1 | ‡ | ‡ | ‡ | ‡ |
| Student classified as having a disability | 9 | 73 | 22 | 4 | # |
| SD | 91 | 23 | 43 | 30 | 3 |
| Not SD | | | | | |
| Student is an English Language Learner | 2 | 60 | 33 | 8 | # |
| ELL | 98 | 27 | 42 | 28 | 3 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met.

NOTE: Detail may not sum to totals because of rounding. Some apparent differences between estimates may not be statistically significant.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2009 Reading Assessment.

Combined Reports Data for Oakland Schools, Clarenceville School District, Botsford Elementary School

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for IEP Students | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|--------------|----------------|--|-----------------------|--|-----------------------|---|-----------------------|
| 4 | Math | 82.08 | 2.771 | 81.98 | 2.786 | 91.89 | 3.063 |
| | | 72.05 | 2.592 | 72.01 | 2.63 | 81.16 | 3.53 |
| 8 | Math | 76.39 | 2.561 | 76.21 | 2.578 | 93.13 | 4.12 |
| | | 70.72 | 3.239 | 70.46 | 3.298 | 85.15 | 4.505 |