

Clarenceville Senior High School

20155 Middlebelt Road
Livonia, Michigan 48152
(248) 919-0408
Fax (248) 919-0438

Paul K. Shepich
Principal

August 15, 2011

Dear Parents and Community Members:

Troy A. Nelson
Assistant Principal

We are pleased to present you with the Annual Education Report (AER) that provides key information on the 2010-2011 educational progress for Clarenceville High 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. Paul Shepich, Principal, for assistance.

Kevin B. Murphy
Athletic Director

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 the Clarenceville School District's Central Office or the Clarenceville High School's office.

Joelle M. Troszak
Counselor

For the 2010-2011, Clarenceville High School did not make Adequate Yearly Progress (AYP) because we did not test 95% of our students. If we do not make AYP for two years in a row, we will be identified for school improvement. The Clarenceville High School faculty, staff and administration are taking steps to continue to improve our students' achievement. New Michigan Merit Exam testing protocols will be put in place to ensure that we reach and / or surpass the target of 95% students tested. We will continue our ongoing assessment and targeted assistance protocols to help those identified students struggling in the mathematics and English content areas. We will research and implement new parent involvement strategies to improve both student attendance and parent involvement.

Jennifer Weston
Counselor

Susan S. Mahoney
Administrative Assistant

State law requires that we also report the following additional information:

Gail E. Bierschbach
Attendance/AD Secretary

- Students are assigned to Clarenceville High School on a roll-up basis from the lone middle school in the district. Schools of Choice students are chosen through the state defined process.
- We are entering the third (3rd) year of our three year school improvement plan. Goals are established in the areas of reading, writing, and math. Many strategies have been implemented and more will be implemented this year. A thorough review and revision of the plan was conducted in May of 2010 by the school improvement team.
- The core curriculum can be obtained by contacting Ms. Wendy Kellehan, Director of Curriculum and Instruction.
- 138 parents attended our fall 2010 parent/teacher conferences; 141 attended our winter conferences; 106 parents attended our spring parent / teacher conferences and the overall average for the 2010-2011 school year for parent / teacher conference attendance was 22%.

- In 2010-2011 CHS had twenty-six (26) students participate in the dual enrollment program. This number represents six (6) seniors and twenty (20) juniors. The total number involved represents 9.6% of the junior and senior class student population.
- In 2010-2011 CHS did not offer any college equivalent courses (AP courses). Two (2) students took AP Government & Politics as an independent study course. Neither student elected to take the AP exam.

Even though we did not make AYP for the 2010-2011 school year we have much to be proud of in many achievement areas. Of all high schools in the tri-county area over the last three years Clarenceville High School has increased its ACT scores by the highest margin. Our Michigan Merit Exam scores in each content area continue to increase year to year. A review of our last three years shows an 11.1% increase in proficiency in mathematics; a 16.2% increase in reading; a 12% increase in writing; a 16.5% increase in science and a 14.2% increase in social studies. Indeed the implementation of the school improvement plan and its targeted assistance strategies are making a positive difference as we continue to improve student achievement. The Clarenceville faculty and staff will continue to work hard at providing the very best teaching and learning environment for our students. We will continue to seek out and implement the best instructional strategies to help our students be successful in the 21st century. I look forward to working with all parents, teachers, and students in the 2011-2012 school year as we come together to continue our student achievement growth.

Thank you for your continued support.

Respectfully yours in education,

Paul K. Shepich, Principal
Clarenceville High School

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	----------------------	------------------------	----------------------------------	----------------------------

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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)
English Language Arts / Reading	11	All Students	2009-10	100%	65.2%	59.8%	59.8%	0.9%	59%	24.8%	15.4%
English Language Arts / Reading	11	All Students	2010-11	99.4%	63.4%	63.6%	63.6%	2.6%	61%	25.3%	11%
English Language Arts / Reading	11	American Indian or Alaska Native	2010-11	<10	58.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	74.9%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	72.5%	75%	75%	0%	75%	25%	0%
English Language Arts / Reading	11	Black or African American	2009-10	100%	37.5%	56.5%	56.5%	0%	56.5%	30.4%	13%
English Language Arts / Reading	11	Black or African American	2010-11	97.2%	34.8%	40%	40%	0%	40%	40%	20%
English Language Arts / Reading	11	Hispanic or Latino	2009-10	<10	50.7%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Hispanic or Latino	2010-11	<10	49.6%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Two or More Races	2009-10	<10	64.4%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	White	2009-10	100%	71.5%	58.1%	58.1%	1.2%	57%	24.4%	17.4%
English Language Arts / Reading	11	White	2010-11	100%	70.1%	71.3%	71.3%	3.7%	67.6%	20.4%	8.3%
English Language Arts / Reading	11	Female	2009-10	100%	68%	58.1%	58.1%	0%	58.1%	30.6%	11.3%
English Language Arts / Reading	11	Female	2010-11	100%	66%	72.8%	72.8%	2.5%	70.4%	18.5%	8.6%

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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)
English Language Arts / Reading	11	Male	2009-10	100%	62.3%	61.8%	61.8%	1.8%	60%	18.2%	20%
English Language Arts / Reading	11	Male	2010-11	98.6%	60.8%	53.4%	53.4%	2.7%	50.7%	32.9%	13.7%
English Language Arts / Reading	11	Economically Disadvantaged	2009-10	100%	48.5%	51%	51%	0%	51%	24.5%	24.5%
English Language Arts / Reading	11	Economically Disadvantaged	2010-11	98.6%	46.6%	60.3%	60.3%	1.5%	58.8%	26.5%	13.2%
English Language Arts / Reading	11	Limited English Proficient	2009-10	<10	22.2%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Limited English Proficient	2010-11	<10	22.1%	<10	<10	<10	<10	<10	<10
English Language Arts / Reading	11	Students with Disabilities	2009-10	100%	23.6%	0%	0%	0%	0%	33.3%	66.7%
English Language Arts / Reading	11	Students with Disabilities	2010-11	100%	24.1%	7.7%	7.7%	0%	7.7%	30.8%	61.5%
Mathematics	11	All Students	2009-10	100%	50.4%	35%	35%	2.6%	32.5%	17.1%	47.9%
Mathematics	11	All Students	2010-11	91%	52%	46.1%	46.1%	7.1%	39%	22.7%	31.2%
Mathematics	11	American Indian or Alaska Native	2010-11	<10	42%	<10	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2009-10	<10	72.1%	<10	<10	<10	<10	<10	<10
Mathematics	11	Asian, Native Hawaiian, or Pacific Islander	2010-11	100%	75.2%	87.5%	87.5%	50%	37.5%	0%	12.5%
Mathematics	11	Black or African American	2009-10	100%	16.4%	8.7%	8.7%	0%	8.7%	26.1%	65.2%
Mathematics	11	Black or African American	2010-11	80.6%	19%	13.8%	13.8%	3.4%	10.3%	13.8%	72.4%
Mathematics	11	Hispanic or Latino	2009-10	<10	33.8%	<10	<10	<10	<10	<10	<10
Mathematics	11	Hispanic or Latino	2010-11	<10	35.7%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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)
Mathematics	11	Two or More Races	2009-10	<10	44%	<10	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	100%	57.9%	41.9%	41.9%	3.5%	38.4%	12.8%	45.3%
Mathematics	11	White	2010-11	94.4%	59.3%	51%	51%	4.9%	46.1%	27.5%	21.6%
Mathematics	11	Female	2009-10	100%	48.3%	30.6%	30.6%	0%	30.6%	17.7%	51.6%
Mathematics	11	Female	2010-11	92.6%	50.9%	53.3%	53.3%	8%	45.3%	24%	22.7%
Mathematics	11	Male	2009-10	100%	52.5%	40%	40%	5.5%	34.5%	16.4%	43.6%
Mathematics	11	Male	2010-11	89.2%	53.1%	37.9%	37.9%	6.1%	31.8%	21.2%	40.9%
Mathematics	11	Economically Disadvantaged	2009-10	100%	30.4%	32.7%	32.7%	2%	30.6%	12.2%	55.1%
Mathematics	11	Economically Disadvantaged	2010-11	85.5%	32.3%	33.9%	33.9%	5.1%	28.8%	27.1%	39%
Mathematics	11	Limited English Proficient	2009-10	<10	17.3%	<10	<10	<10	<10	<10	<10
Mathematics	11	Limited English Proficient	2010-11	<10	21.9%	<10	<10	<10	<10	<10	<10
Mathematics	11	Students with Disabilities	2009-10	100%	11.2%	0%	0%	0%	0%	6.7%	93.3%
Mathematics	11	Students with Disabilities	2010-11	15.4%	11.4%	<10	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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	11	All Students	2009-10	<10	71.8%	<10	<10	<10	<10	<10
Mathematics	11	White	2009-10	<10	78.9%	<10	<10	<10	<10	<10
Mathematics	11	Female	2009-10	<10	65.3%	<10	<10	<10	<10	<10
Mathematics	11	Male	2009-10	<10	75.8%	<10	<10	<10	<10	<10
Science	11	All Students	2009-10	<10	70.8%	<10	<10	<10	<10	<10
Science	11	White	2009-10	<10	78.6%	<10	<10	<10	<10	<10
Science	11	Female	2009-10	<10	67.2%	<10	<10	<10	<10	<10
Science	11	Male	2009-10	<10	73%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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	11	All Students	2010-11	<10	80.5%	<10	<10	<10	<10	<10
English Language Arts	11	White	2010-11	<10	81.9%	<10	<10	<10	<10	<10
English Language Arts	11	Male	2010-11	<10	78.8%	<10	<10	<10	<10	<10
Mathematics	11	All Students	2010-11	<10	86.2%	<10	<10	<10	<10	<10
Mathematics	11	White	2010-11	<10	87.7%	<10	<10	<10	<10	<10
Mathematics	11	Male	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	All Students	2010-11	<10	84.2%	<10	<10	<10	<10	<10
Science	11	White	2010-11	<10	85.1%	<10	<10	<10	<10	<10
Science	11	Male	2010-11	<10	81.8%	<10	<10	<10	<10	<10

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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)
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------------------	----------------------	----------------------

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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
---------	-------	---------------	-------------	-------------------	-----------------------------	--------------------------------	------------------------------	-----------	-----------	-----------

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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	96.9%	94%
All Students	School	Mathematics	88.3%	83.2%
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	92.5%	91.7%
Black or African American	School	Mathematics	75%	55%
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
White	State	English Language Arts / Reading	99.4%	95.1%
White	State	Mathematics	99.2%	95.6%
White	District	English Language Arts / Reading	99.7%	96.4%
White	District	Mathematics	98.9%	96.3%

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High School

AYP Detail Data

Student Group	Location	Subject	% Tested (Goal 95%)	% Proficient for AYP*
White	School	English Language Arts / Reading	98.2%	94.1%
White	School	Mathematics	92.9%	88.7%
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	93.4%	96.1%
Economically Disadvantaged	School	Mathematics	80.3%	80.4%
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, Clarenceville High 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%
All Students	School	88.24%
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
Asian, Native Hawaiian, or Pacific Islander	School	<10
Black or African American	State	57.97%
Black or African American	District	90.32%
Black or African American	School	90%
Hispanic or Latino	State	63.52%
Hispanic or Latino	District	<10
Hispanic or Latino	School	<10
Two or More Races	State	66.55%
White	State	82.04%
White	District	85.85%
White	School	88.24%
Economically Disadvantaged	State	66.59%
Economically Disadvantaged	District	78.26%
Economically Disadvantaged	School	82.93%
Limited English Proficient	State	83.13%
Limited English Proficient	District	<10
Limited English Proficient	School	<10
Students with Disabilities	State	58.68%
Students with Disabilities	District	58.82%
Students with Disabilities	School	62.5%

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

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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	93.7%
American Indian or Alaska Native	State	94%
American Indian or Alaska Native	District	96.4%
American Indian or Alaska Native	School	96.4%
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	98.2%
Black or African American	State	91.9%
Black or African American	District	94.6%
Black or African American	School	95.3%
Hispanic or Latino	State	94.2%
Hispanic or Latino	District	94.9%
Hispanic or Latino	School	93.6%
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	93.1%
Economically Disadvantaged	State	93.4%
Economically Disadvantaged	District	93.8%
Economically Disadvantaged	School	91.6%
Limited English Proficient	State	94.8%
Limited English Proficient	District	96.5%
Limited English Proficient	School	90.2%
Students with Disabilities	State	93.4%
Students with Disabilities	District	91.9%
Students with Disabilities	School	89%

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

Combined Reports Data for Oakland Schools, Clarenceville School District, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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
No	Met	Not Met	Not Met	B	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, Clarenceville High 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	7	35	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, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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, Clarenceville High 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 Reading	82.08 72.05	2.771 2.592	81.98 72.01	2.786 2.63	91.89 81.16	3.063 3.53
8	Math Reading	76.39 70.72	2.561 3.239	76.21 70.46	2.578 3.298	93.13 85.15	4.12 4.505