



**High achievement by all students,
where learning is our most important work**

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August 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 Highmeadow Common Campus. 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 the main office at 248.785.2070 for assistance.

The AER is available for you to review electronically by visiting the following web site www.farmington.k12.mi.us/schools/annualreports or you may review a copy from the main office.

For 2010-2011, Highmeadow Common Campus 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.

I want to thank you for taking the time to read about Highmeadow Common Campus. We continue to make progress in meeting our goals of raising student achievement and closing learning gaps for all of our students. Our mantra continues to be "High achievement for all students where learning is our most important work."

Sincerely,

A handwritten signature in black ink that reads "Dyanne M. Sanders". The signature is written in a cursive style.

Dyanne M. Sanders
Principal, Highmeadow Common Campus

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Highmeadow Common Campus

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2010-2011 Annual Report

Principal

Dyanne M. Sanders, Ed. S

About Our School

The Highmeadow Common Campus learning community is committed to student achievement by recognizing and respecting the interests and abilities of every student. Using best practices, the staff will provide an enriched environment that will foster lifelong learning.

School Mission Statement

Highmeadow Common Campus serves 262 students (127 females, 135males) in grades K-4. There are 15 professional teaching staff members and appropriate staff to meet special needs.

MEAP Scores

For detailed MEAP information, [click here!](#)

Highmeadow Common Campus Improvement Goals

1. All students will improve their reading comprehension skills across all areas of the curriculum. Students will answer implicit and explicit questions accurately.
2. All students will improve their writing skills across all areas of the curriculum. Students will improve their
(1) ideas of content and writing, and
(2) comparison writing.
3. All students will improve their mathematical skills across the curriculum. Students will improve their
(1) computation, and
(2) measurement skills.

Progress on School Improvement Goals

1. The Highmeadow staff works as a Professional Learning Community, learning and collaborating with one another to ensure achievement and success for all students. Staff continually ask themselves the following questions: What do we want our students to learn? How will we know they have learned it? What will we do when students have not learned what is expected? How do we challenge our most able students? Along with being focused on the curriculum and the grade level expectations, staff continually seek effective strategies to support student achievement. Through our Professional Learning Community/collaborative time, a great deal of research, reading, data analysis, discussion and planning takes place each year to accomplish our goals.
2. As part of our Math Goal, the Highmeadow staff
(1) continues to use more hands-on lessons from Bridges and program that focuses on constructivism and process when learning mathematical concepts,
(2) implements grade level scaffolding strategies/activities that will support our students to compute and measure more efficiently and accurately.
3. As part of our Writing Goal, the Highmeadow staff
(1) continues to help students with organization, ideas, and sentence fluency in their writing,
(2) continues to calibrate the scoring using the designated rubric,
(3) continues to collect in a "Writing Strategies" binder effective activities/strategies,
(4) helps each student use their own personal writing "toolbox" appropriate to their grade level.
4. As part of our Reading Goal, the Highmeadow staff
(1) will support students' comprehension by focusing on having students answer implicit and explicit questions accurately across all areas of the curriculum, and
(2) will continue to collect effective activities/strategies in our "Reading Strategies" binder.
5. Since 2005-2006, the Highmeadow staff has been working collaboratively to implement the Readers' and Writers' Workshop in grades one through five. In the fall of 2007, Highmeadow added our first kindergarten class and expanded the Readers' and Writers' Workshop model to our newest members of our Highmeadow family with great success. Highmeadow students are developing into wonderful readers and writers that enjoy sharing their learning with one another.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports



Parent Participation

Following is the number of students whose parents/guardians participated in at least one conference during the school year.

2010-2011 262

Females 127; Males 135

Specialized Schools Serve Students

In addition to the regular K-12 program, Farmington Public Schools provides educational alternatives and opportunities for students, as well as meeting special education needs. These schools are:

- Cloverdale School*
- Farmington Central High School
- Oakland Technical Center
- Visions Unlimited

*For detailed MI Access information, [click here!](#)

Learner Profile

Students will exhibit these characteristics:

- Knowledgeable
- Resourceful Problem Solver
- Communicator
- Interdependent Team Member
- Lifelong Learner
- Global Citizens
- Healthy Individual
- Culturally Competent

District Student Achievement Data

Students are assessed through the Farmington Public Schools' Assessment Model. Assessments provide multiple opportunities and a variety of approaches to measure student achievement against the State standards and content expectations. Standardized tests are used to compare student performance against State (Michigan Educational Assessment Program also known as the MEAP and Michigan Merit Exam) and national (ACT Series and Iowa Tests of Basic Skills) results. In addition to standardized tests, end of grade, term and unit assessments provide teachers with information about student achievement that is tied directly to the curriculum (e.g., mathematics, language arts). Classroom assessments are not limited to paper/pencil tests and may include portfolios, demonstrations, research projects and other direct measures of performance. The goal of the assessment program is to provide all students with varied and fair opportunities to demonstrate what they know and are able to do. This complete assessment program is used to monitor the learning of all students and provide feedback for instructional and curricular purposes. We assess all of our elementary students annually with Iowa Tests of Basic Skills, Fountas & Pinnell reading assessment, and 6+1 Writing Traits assessment to determine skill levels in mathematics and English Language Arts.

Elementary School Curriculum Development

Curriculum maps (K-12) and common assessments continue to be developed and updated for grade level content areas and courses. These maps identify and prioritize essential learnings for our students at each grade level. Completed curriculum maps are available on the District web site and the staff curriculum shared folders. Research-based strategies are incorporated into the maps as learning and teaching tools. The elementary math committee, following the District Frameworks process, examined math programs representing research-based math strategy instruction and a match for our students. The Bridges elementary math program is in its second year of implementation. Reader and writer's workshop continues to be a District direction, along with inquiry hands-on learning. Relationship building strategies among and between staff and students is also a focus. A standards-based report card is utilized to reflect student expectations. All curriculum development is done by committee with strong teacher leadership, using State standards as the guide.

National Education Legislation

(NCLB). This law contains the most sweeping changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965. It changed the federal government's role in kindergarten through grade-12 education by asking America's schools to describe their success in terms of what each student accomplishes. The Act contains four basic education reform principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work. Farmington Public Schools is addressing the implications of this federal legislation along with the Michigan Accreditation System to meet the needs of all our learners

School Accreditation at Highmeadow Common Campus

No Child Left Behind (NCLB) requires that Adequate Yearly Progress (AYP) be calculated for all public schools, for each school district, and for the state. The school or district must attain the target achievement goal in reading and mathematics or reduce the percentage of students in the non-proficient category (partially proficient and not proficient) of achievement by 10% ("safe harbor"). A school or district must also test at least 95% of its students enrolled in the grade level tested for the school as a whole and for each required subgroup. In addition, the school must meet or exceed the other academic indicators set by the state: graduation rate for high schools of 80% and attendance rate for elementary and middle schools of 85%. These achievement goals must be reached for each subgroup that has at least the minimum number of students in the group.

Title 1 is a federally funded program to aid and assist economically disadvantaged children to gain equal access to standard curriculum. Under the targeted assistance status, the selected schools must generate lists of targeted students based on academic and social need. Based on the poverty rate, four elementary schools, one upper elementary school and one middle school were eligible and selected to receive Title One targeted assistance.

Title I Schools include Beechview Elementary, Gill Elementary, Lanigan Elementary, Wood Creek Elementary, Power Upper Elementary and East Middle School. None (0%) of these schools have been identified for school improvement.

The 2010-11 year's school improvement process focused School Data Profile/Analysis, State-required building school improvement plans, and supporting NCA District Accreditation. In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

The Michigan School Accreditation System (MI-SAS) will replace Education YES! in the 2011-12 school year and will be based on student achievement and compliance with Michigan statutes. These components are combined to assign an Annual State Accreditation Status to each school. To provide educators, parents, and employers with a complete picture of the school, additional information about the school and its district, community, and the state is included as part of the "dashboard" display.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Graduation Rate

The graduation rate is the percentage of ninth-graders who graduate from high school within four years adjusting for students who move in or out of the District and to alternative programs. The rate is calculated by the State from data provided by the District for the 2009-2010* school year.

FHS 95.30%

HHS 90.16%

NFHS 96.34%

FCHS 38.89%

| | | |
|----------|-----------|--------|
| District | | |
| | 2009-2010 | 89.20% |
| | 2008-2009 | 85.05% |

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

**2010-2011 graduation data was not available at press time.*

Farmington Public Schools' District Accreditation

During the 2008-09 school year, Farmington Public Schools began the process of District Accreditation from North Central Association Commission on Accreditation and School Improvement (NCA CASI). District Accreditation is a systems approach to improving student performance results over time. District Accreditation recognizes that increasing student achievement is more than improving instruction. It is a result of how effectively all the parts of the education system - the district, school, and classroom - work together to meet the needs of students.

District Accreditation applies the three pillars of accreditation - high standards, continuous improvement, and quality assurance – to the entire District to ensure alignment and support between and among all the departments and operating units of the District and its schools. The District Accreditation process provides the District with a comprehensive framework for continually improving student learning and District effectiveness.

In the Spring of 2011, Farmington Public Schools completed Standards Assessment Report and hosted Quality Assurance Review (QAR) April 11-13, 2011. The Quality Assurance Review (QAR) Team included eight members, four educators from Wyoming, Oklahoma and Indiana and four from Michigan. The team interviewed 195 Farmington stakeholders, reviewed artifacts for the 63 indicators and evaluated Farmington using each of the seven AdvancED standards. Findings were based on the team's ratings on evidence that was aligned with the seven AdvancED standards and related indicators. The following seven standards were judged and Farmington's ratings from Highly Functioning, Operational, Emerging or Not Evident are noted:

1. Vision and Purpose - FPS is Highly Functioning
2. Governance and Leadership - FPS is Highly Functioning
3. Teaching and Learning - FPS is Highly Functioning
4. Documenting and Using Results - FPS is Operational
5. Resource and Support Systems - FPS is Highly Functional
6. Stakeholder Communications and Relationships - FPS is Highly Functional
7. Commitment to Continuous Improvement - FPS is Operational

Based on the evidence reviewed by the QAR team, Farmington Public Schools was awarded the status of Accredited.

District employs only highly qualified staff

All teachers employed by Farmington Public Schools have earned "highly qualified" status, as defined by the No Child Left Behind Act. This means that a series of stringent requirements have been met by the teacher, in addition to qualifying for a teaching certificate in the State of Michigan. Some of these requirements include: passing the Michigan Test for Teacher Certification (MTTC) subject content examination for various subjects taught, earning an academic major in the content area, earning a Master's Degree in a related area, earning National Board Certification, teaching for at least three years AND earning 18 semester hours in an approved program directly related to content area or 90 contact hours of professional development, or demonstrating competence as outlined in a local performance assessment portfolio.

For detailed information go to: www.farmington.k12.mi.us/schools/annualreports

Points of Pride

1. The Highmeadow staff is very proud of the continued high MEAP test scores, as staff work very hard to integrate best teaching practices and grade level expectations.
2. Due to the dedication and hard work of two groups of Highmeadow students, named the Eco-Advocates and Campus Conversationalists, Highmeadow was honored with the highest award from Oakland County for our green efforts. The award is known as the Emerald Green Award.
3. Our PTA has created an Academic Extension Program that began implementation during the 2006-2007 school year for the first time. Our Academic Extension Program has more than doubled in enrollment during the 2007-2008 school year. This program is run by our powerful and knowledgeable parents. Students can elect to participate in Mathematics Pentathlon and Destination Imagination. Mathematics Pentathlon: Highmeadow students received the honor of placing First Place in the State of Michigan Mathematics Pentathlon Competition in both 2008 and 2009. Highmeadow has received the honor of becoming National Champions for the second year in a row.
Destination Imagination:
During the 2008-2009 school year one of our Destination Imagination teams known as the Elements attended the Destination Imagination National Competition in Tennessee and did very well.
We are proud of both our students and parents for their dedication to learning.
4. Our Math Olympiads were also honored this year and received the 2010 Mathematical Olympiads for Elementary and Middle Schools Meritorious Achievement Award. Our Highmeadow students have received this award for three consecutive years. This outstanding accomplishment by our students, their parents and our previous Math Olympiad Coach, Bette Landaw, along with our current Math Olympiad Coach, Kathleen Casterline, reflects our dedication and commitment to excellence.

Challenges We Face

1. The Highmeadow staff is continually challenged to investigate the most effective practices that will ensure success for all of our students. Time is dedicated to examining and evaluating our current practices to ensure that we are preparing our students for the 21st Century. Highmeadow has chosen to foster a community that is internationally minded and this often provides unique challenges.
2. The Highmeadow staff is challenged to continue the high expectations of being a unique school of choice at the same high standards while, at the same time, addressing budget cuts.
3. As a budget reduction, transportation to Highmeadow was eliminated in 2007. This has also caused changes in our start and end times. For the 2010-2011 school year, the new start time was 7:55 a.m. and the end time was 3 p.m. These changes presented our parents with two new challenges: they must provide transportation for their child(ren) to attend Highmeadow and had to adjust to our new school schedule.

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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% | 94.1% | 98.1% | 81.5% | 16.7% | 1.9% | 0% |
| English Language Arts / Reading | 03 | All Students | 2010-11 | 100% | 86.8% | 90.4% | 96.3% | 70.4% | 25.9% | 3.7% | 0% |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 95.1% | 94.9% | 100% | 83.3% | 16.7% | 0% | 0% |
| English Language Arts / Reading | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 93.9% | 96.6% | 96.2% | 69.2% | 26.9% | 3.8% | 0% |
| English Language Arts / Reading | 03 | Black or African American | 2009-10 | <10 | 80.6% | 90.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Black or African American | 2010-11 | <10 | 74.7% | 82.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Hispanic or Latino | 2009-10 | <10 | 84.6% | 76.9% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | White | 2009-10 | 100% | 92.7% | 95.7% | 95.8% | 79.2% | 16.7% | 4.2% | 0% |
| English Language Arts / Reading | 03 | White | 2010-11 | 100% | 90.4% | 90.6% | 95% | 70% | 25% | 5% | 0% |
| English Language Arts / Reading | 03 | Female | 2009-10 | 100% | 91.9% | 96.5% | 100% | 87.5% | 12.5% | 0% | 0% |
| English Language Arts / Reading | 03 | Female | 2010-11 | 100% | 89.3% | 93.8% | 96.2% | 76.9% | 19.2% | 3.8% | 0% |
| English Language Arts / Reading | 03 | Male | 2009-10 | 100% | 87.9% | 91.6% | 95.5% | 72.7% | 22.7% | 4.5% | 0% |
| English Language Arts / Reading | 03 | Male | 2010-11 | 100% | 84.3% | 87.2% | 96.4% | 64.3% | 32.1% | 3.6% | 0% |
| English Language Arts / Reading | 03 | Economically Disadvantaged | 2009-10 | <10 | 84.5% | 85% | <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 | 03 | Economically Disadvantaged | 2010-11 | <10 | 80.2% | 80.6% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Limited English Proficient | 2009-10 | 100% | 82.2% | 90.6% | 96.4% | 78.6% | 17.9% | 3.6% | 0% |
| English Language Arts / Reading | 03 | Limited English Proficient | 2010-11 | 100% | 71.3% | 88.3% | 93.3% | 46.7% | 46.7% | 6.7% | 0% |
| English Language Arts / Reading | 03 | Students with Disabilities | 2009-10 | <10 | 71% | 85.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 03 | Students with Disabilities | 2010-11 | <10 | 62.1% | 68.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | All Students | 2009-10 | 100% | 84.1% | 89.3% | 96.2% | 62.3% | 34% | 3.8% | 0% |
| English Language Arts / Reading | 04 | All Students | 2010-11 | 100% | 84.1% | 90.1% | 98.1% | 64.8% | 33.3% | 1.9% | 0% |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 90.5% | 94.5% | 95.7% | 65.2% | 30.4% | 4.3% | 0% |
| English Language Arts / Reading | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 91.8% | 92.7% | 100% | 63.6% | 36.4% | 0% | 0% |
| English Language Arts / Reading | 04 | Black or African American | 2009-10 | <10 | 68.6% | 79.8% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Black or African American | 2010-11 | <10 | 69.1% | 81.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Hispanic or Latino | 2009-10 | <10 | 74.3% | 81% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Hispanic or Latino | 2010-11 | <10 | 77.9% | 86.7% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | White | 2009-10 | 100% | 88.9% | 91.6% | 95.8% | 62.5% | 33.3% | 4.2% | 0% |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 04 | White | 2010-11 | 100% | 88.5% | 93.3% | 96% | 68% | 28% | 4% | 0% |
| English Language Arts / Reading | 04 | Female | 2009-10 | 100% | 86.1% | 90.7% | 100% | 70.4% | 29.6% | 0% | 0% |
| English Language Arts / Reading | 04 | Female | 2010-11 | 100% | 87% | 94.9% | 100% | 73.5% | 26.5% | 0% | 0% |
| English Language Arts / Reading | 04 | Male | 2009-10 | 100% | 82.1% | 87.9% | 92.3% | 53.8% | 38.5% | 7.7% | 0% |
| English Language Arts / Reading | 04 | Male | 2010-11 | 100% | 81.3% | 84.9% | 95% | 50% | 45% | 5% | 0% |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2009-10 | <10 | 75.7% | 77.9% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Economically Disadvantaged | 2010-11 | <10 | 76.1% | 77.9% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Limited English Proficient | 2009-10 | 100% | 64.3% | 85.9% | 93.1% | 51.7% | 41.4% | 6.9% | 0% |
| English Language Arts / Reading | 04 | Limited English Proficient | 2010-11 | 100% | 66.5% | 80.6% | 90.9% | 18.2% | 72.7% | 9.1% | 0% |
| English Language Arts / Reading | 04 | Students with Disabilities | 2009-10 | <10 | 58% | 58.5% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 04 | Students with Disabilities | 2010-11 | <10 | 54.2% | 65.9% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | All Students | 2009-10 | 100% | 85.2% | 93.2% | 98.1% | 85.2% | 13% | 0% | 1.9% |
| English Language Arts / Reading | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 90.6% | 92.6% | 100% | 91.7% | 8.3% | 0% | 0% |
| English Language Arts / Reading | 05 | Black or African American | 2009-10 | <10 | 70.4% | 92.2% | <10 | <10 | <10 | <10 | <10 |

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|---------------------------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| English Language Arts / Reading | 05 | White | 2009-10 | 100% | 89.8% | 93.5% | 100% | 83.3% | 16.7% | 0% | 0% |
| English Language Arts / Reading | 05 | Female | 2009-10 | 100% | 86.8% | 95.4% | 100% | 88% | 12% | 0% | 0% |
| English Language Arts / Reading | 05 | Male | 2009-10 | 100% | 83.5% | 91.1% | 96.6% | 82.8% | 13.8% | 0% | 3.4% |
| English Language Arts / Reading | 05 | Economically Disadvantaged | 2009-10 | <10 | 76.6% | 88.2% | <10 | <10 | <10 | <10 | <10 |
| English Language Arts / Reading | 05 | Limited English Proficient | 2009-10 | 100% | 61.8% | 90% | 100% | 96.2% | 3.8% | 0% | 0% |
| English Language Arts / Reading | 05 | Students with Disabilities | 2009-10 | <10 | 57.6% | 66.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | All Students | 2009-10 | 100% | 94.8% | 96.9% | 100% | 87% | 13% | 0% | 0% |
| Mathematics | 03 | All Students | 2010-11 | 100% | 95.3% | 97.7% | 100% | 92.6% | 7.4% | 0% | 0% |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 98% | 96.8% | 100% | 95.8% | 4.2% | 0% | 0% |
| Mathematics | 03 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 98.2% | 99.3% | 100% | 96.2% | 3.8% | 0% | 0% |
| Mathematics | 03 | Black or African American | 2009-10 | <10 | 87.7% | 95.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Black or African American | 2010-11 | <10 | 88.6% | 96.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Hispanic or Latino | 2009-10 | <10 | 92.3% | 92.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | White | 2009-10 | 100% | 96.9% | 97.6% | 100% | 79.2% | 20.8% | 0% | 0% |
| Mathematics | 03 | White | 2010-11 | 100% | 97.1% | 97.8% | 100% | 95% | 5% | 0% | 0% |
| Mathematics | 03 | Female | 2009-10 | 100% | 94.8% | 96.8% | 100% | 84.4% | 15.6% | 0% | 0% |
| Mathematics | 03 | Female | 2010-11 | 100% | 95.3% | 98.1% | 100% | 100% | 0% | 0% | 0% |
| Mathematics | 03 | Male | 2009-10 | 100% | 94.8% | 97.1% | 100% | 90.9% | 9.1% | 0% | 0% |
| Mathematics | 03 | Male | 2010-11 | 100% | 95.3% | 97.2% | 100% | 85.7% | 14.3% | 0% | 0% |
| Mathematics | 03 | Economically Disadvantaged | 2009-10 | <10 | 91.9% | 93.6% | <10 | <10 | <10 | <10 | <10 |

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|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 03 | Economically Disadvantaged | 2010-11 | <10 | 92.7% | 93.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Limited English Proficient | 2009-10 | 100% | 92.1% | 94.8% | 100% | 89.3% | 10.7% | 0% | 0% |
| Mathematics | 03 | Limited English Proficient | 2010-11 | 100% | 92.1% | 97.9% | 100% | 93.3% | 6.7% | 0% | 0% |
| Mathematics | 03 | Students with Disabilities | 2009-10 | <10 | 87.8% | 93.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 03 | Students with Disabilities | 2010-11 | <10 | 88.7% | 87% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | All Students | 2009-10 | 100% | 92.3% | 94.8% | 98.1% | 81.5% | 16.7% | 1.9% | 0% |
| Mathematics | 04 | All Students | 2010-11 | 100% | 91.5% | 95.4% | 100% | 85.2% | 14.8% | 0% | 0% |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 96.9% | 99.2% | 100% | 100% | 0% | 0% | 0% |
| Mathematics | 04 | Asian, Native Hawaiian, or Pacific Islander | 2010-11 | 100% | 96.8% | 97.3% | 100% | 90.9% | 9.1% | 0% | 0% |
| Mathematics | 04 | Black or African American | 2009-10 | <10 | 82.3% | 90.7% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Black or African American | 2010-11 | <10 | 81.2% | 91.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Hispanic or Latino | 2009-10 | <10 | 89.3% | 90.9% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Hispanic or Latino | 2010-11 | <10 | 88.7% | 93.8% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | White | 2009-10 | 100% | 95.1% | 95.3% | 95.8% | 75% | 20.8% | 4.2% | 0% |
| Mathematics | 04 | White | 2010-11 | 100% | 94.3% | 96.8% | 100% | 80% | 20% | 0% | 0% |
| Mathematics | 04 | Female | 2009-10 | 100% | 92.9% | 97% | 100% | 81.5% | 18.5% | 0% | 0% |
| Mathematics | 04 | Female | 2010-11 | 100% | 91.6% | 95.8% | 100% | 85.3% | 14.7% | 0% | 0% |
| Mathematics | 04 | Male | 2009-10 | 100% | 91.6% | 92.7% | 96.3% | 81.5% | 14.8% | 3.7% | 0% |
| Mathematics | 04 | Male | 2010-11 | 100% | 91.3% | 95% | 100% | 85% | 15% | 0% | 0% |
| Mathematics | 04 | Economically Disadvantaged | 2009-10 | <10 | 87.8% | 90.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Economically Disadvantaged | 2010-11 | <10 | 86.9% | 88.3% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Limited English Proficient | 2009-10 | 100% | 86.6% | 93.7% | 100% | 86.7% | 13.3% | 0% | 0% |

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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) |
|-------------|-------|---|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|----------------------|------------------------|----------------------------------|----------------------------|
| Mathematics | 04 | Limited English Proficient | 2010-11 | 100% | 84.5% | 91.5% | 100% | 63.6% | 36.4% | 0% | 0% |
| Mathematics | 04 | Students with Disabilities | 2009-10 | <10 | 80% | 78.6% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 04 | Students with Disabilities | 2010-11 | <10 | 77.5% | 88.2% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | All Students | 2009-10 | 100% | 79.5% | 88.5% | 100% | 96.3% | 3.7% | 0% | 0% |
| Mathematics | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 93% | 97.3% | 100% | 95.8% | 4.2% | 0% | 0% |
| Mathematics | 05 | Black or African American | 2009-10 | <10 | 62.5% | 75.4% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | White | 2009-10 | 100% | 84.3% | 91.3% | 100% | 100% | 0% | 0% | 0% |
| Mathematics | 05 | Female | 2009-10 | 100% | 79.6% | 89.2% | 100% | 96% | 4% | 0% | 0% |
| Mathematics | 05 | Male | 2009-10 | 100% | 79.4% | 87.7% | 100% | 96.6% | 3.4% | 0% | 0% |
| Mathematics | 05 | Economically Disadvantaged | 2009-10 | <10 | 69.8% | 76% | <10 | <10 | <10 | <10 | <10 |
| Mathematics | 05 | Limited English Proficient | 2009-10 | 100% | 67.6% | 90.6% | 100% | 96.2% | 3.8% | 0% | 0% |
| Mathematics | 05 | Students with Disabilities | 2009-10 | <10 | 52.8% | 70.8% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | All Students | 2009-10 | 100% | 81% | 89.1% | 98.1% | 74.1% | 24.1% | 1.9% | 0% |
| Science | 05 | Asian, Native Hawaiian, or Pacific Islander | 2009-10 | 100% | 88.8% | 91.7% | 100% | 75% | 25% | 0% | 0% |
| Science | 05 | Black or African American | 2009-10 | <10 | 59.6% | 79.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | White | 2009-10 | 100% | 87.5% | 92.1% | 100% | 75% | 25% | 0% | 0% |
| Science | 05 | Female | 2009-10 | 100% | 81.1% | 90.5% | 100% | 72% | 28% | 0% | 0% |
| Science | 05 | Male | 2009-10 | 100% | 80.8% | 87.7% | 96.6% | 75.9% | 20.7% | 3.4% | 0% |
| Science | 05 | Economically Disadvantaged | 2009-10 | <10 | 70.6% | 79.2% | <10 | <10 | <10 | <10 | <10 |
| Science | 05 | Limited English Proficient | 2009-10 | 100% | 56.7% | 86.7% | 100% | 80.8% | 19.2% | 0% | 0% |
| Science | 05 | Students with Disabilities | 2009-10 | <10 | 60.7% | 61.6% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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) |
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|
|---------|-------|---------------|-------------|-------------------|-----------------------------|--------------------------------|------------------------------|-----------------------|----------------------|----------------------|

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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 | 04 | All Students | 2009-10 | <10 | 50.7% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Hispanic or Latino | 2009-10 | <10 | 46.3% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Male | 2009-10 | <10 | 50.8% | <10 | <10 | <10 | <10 | <10 |
| Reading | 04 | Limited English Proficient | 2009-10 | <10 | 44.6% | <10 | <10 | <10 | <10 | <10 |

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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 | 99.8% | 95.8% |
| All Students | District | Mathematics | 99.4% | 96.2% |
| All Students | School | English Language Arts / Reading | 100% | 99% |
| All Students | School | Mathematics | 100% | 99.5% |
| 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 |
| 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 | 100.3% | 98.1% |
| Asian, Native Hawaiian, or Pacific Islander | District | Mathematics | 99.5% | 98.1% |
| Asian, Native Hawaiian, or Pacific Islander | School | English Language Arts / Reading | 100% | 100% |
| Asian, Native Hawaiian, or Pacific Islander | School | Mathematics | 100% | 100% |
| 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 | 99.3% | 92.8% |
| Black or African American | District | Mathematics | 99.1% | 92% |
| Black or African American | School | English Language Arts / Reading | <30 | <30 |
| Black or African American | School | Mathematics | <30 | <30 |
| 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 | 102% | 94.4% |
| Hispanic or Latino | District | Mathematics | 99% | 94.4% |
| 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 | 99.9% | 96.5% |
| White | District | Mathematics | 99.6% | 97.4% |
| White | School | English Language Arts / Reading | 100% | 98.9% |
| White | School | Mathematics | 100% | 100% |

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus School

AYP Detail Data

| Student Group | Location | Subject | % Tested (Goal 95%) | % Proficient for AYP* |
|----------------------------|----------|---------------------------------|---------------------|-----------------------|
| 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 | 99.7% | 91.6% |
| Economically Disadvantaged | District | Mathematics | 99.5% | 92.3% |
| Economically Disadvantaged | School | English Language Arts / Reading | <30 | <30 |
| Economically Disadvantaged | School | Mathematics | <30 | <30 |
| 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 | 99.8% | 90% |
| Limited English Proficient | District | Mathematics | 99.8% | 93% |
| 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 | 98.9% | 77% |
| Students with Disabilities | District | Mathematics | 98.3% | 78.6% |
| 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, Farmington Public School District, Highmeadow Common Campus School

AYP Detail Data - Graduation Rate

| Student Group | Location | Graduation Rate (High Schools only) (Goal 80%) |
|---|----------|--|
| All Students | State | 75.96% |
| All Students | District | 89.2% |
| American Indian or Alaska Native | State | 65.87% |
| American Indian or Alaska Native | District | <10 |
| Asian, Native Hawaiian, or Pacific Islander | State | 87.07% |
| Asian, Native Hawaiian, or Pacific Islander | District | >95% |
| Black or African American | State | 57.97% |
| Black or African American | District | 79.76% |
| Hispanic or Latino | State | 63.52% |
| Hispanic or Latino | District | 86.36% |
| Two or More Races | State | 66.55% |
| White | State | 82.04% |
| White | District | 91.9% |
| Economically Disadvantaged | State | 66.59% |
| Economically Disadvantaged | District | 73.28% |
| Limited English Proficient | State | 83.13% |
| Limited English Proficient | District | <10 |
| Students with Disabilities | State | 58.68% |
| Students with Disabilities | District | 64.21% |

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus School

AYP Detail Data - Attendance Rate

| Student Group | Location | Attendance Rate (Goal 90%) |
|---|-----------------|-----------------------------------|
| All Students | State | 94.9% |
| All Students | District | 96% |
| All Students | School | 96.7% |
| American Indian or Alaska Native | State | 94% |
| American Indian or Alaska Native | District | 93.5% |
| Asian, Native Hawaiian, or Pacific Islander | State | 96.6% |
| Asian, Native Hawaiian, or Pacific Islander | District | 96.3% |
| Asian, Native Hawaiian, or Pacific Islander | School | 96.5% |
| Black or African American | State | 91.9% |
| Black or African American | District | 95.3% |
| Black or African American | School | 96.7% |
| Hispanic or Latino | State | 94.2% |
| Hispanic or Latino | District | 95.3% |
| Hispanic or Latino | School | 96.6% |
| Two or More Races | State | 94.7% |
| Two or More Races | District | 93.5% |
| White | State | 95.6% |
| White | District | 96.2% |
| White | School | 96.9% |
| Economically Disadvantaged | State | 93.4% |
| Economically Disadvantaged | District | 94.8% |
| Economically Disadvantaged | School | 97.7% |
| Limited English Proficient | State | 94.8% |
| Limited English Proficient | District | 95.4% |
| Limited English Proficient | School | 95.9% |
| Students with Disabilities | State | 93.4% |
| Students with Disabilities | District | 94.7% |
| Students with Disabilities | School | 94.4% |

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

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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 | Met | Met | A | N/A | 0 |

% of Schools making AYP: 79.1%
 % of Schools in School Improvement status: 4.3%
 % of Schools in Corrective Action status: 1.8%
 % of Schools in Restructuring status: 5.3%
 % of Title I Schools making AYP: 82.9%
 % of Title I Schools in School Improvement status: 2.7%
 % of Title I Schools in Corrective Action status: 1%
 % of Title I Schools in Restructuring status: 3.6%

Combined Reports Data for Oakland Schools, Farmington Public School District, Highmeadow Common Campus 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 | 9 | 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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, Farmington Public School District, Highmeadow Common Campus 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 |