



# FOREST PARK SCHOOL DISTRICT

*Partners in Your Child's Success*

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## **Board of Education**

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February 24, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Forest Park School District. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Becky Waters, Forest Park Superintendent/Elementary Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/AOBo5I>, or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases no label is given.

Our school has not been given one of these labels. In the 2016-2017 school year, Forest Park earned a lime rating on the state report card which indicates the school earned 70-85% of the possible points in the areas of student assessment data with graduation or attendance rates as well as information on compliance with state and federal laws. While we are pleased to have reached this important goal, we are continuously working to improve to the next level of achievement in these areas. Areas of improvement would include an increase in the number of students proficient in math and ELA, increase the overall district SAT average, and an increase in the college readiness benchmarks.

State law requires that we also report additional information. We implemented a major initiative in reading and writing over the past 3-5 years and have seen tremendous growth in those content areas. We also implemented a major initiative in the science, math and social studies content areas with vocabulary and study skill development, and those subject areas tested have shown an improvement in test scores as well. The school improvement team developed and planned for continuation of those initiatives to further increase test scores in mathematics, science, writing, reading and social studies areas. In addition, the team has developed a new plan to further develop mentorship and relationship building within the school district students and staff. Our major goal is to



close the gap between our highest and lowest achieving students. We are committed in becoming a school who earns 85% or greater on the scorecard.

Forest Park ensures that every student has the opportunity to enroll in the core academic curriculum courses through an individual scheduling process. The guidance counselor works with students who have a scheduling conflict or a preference to enroll in an online core academic course or dual enrollment course if desired. This process of individualized scheduling has occurred for the past ten years and has proven to be quite successful in providing our students with classes that fulfill the Michigan Merit Curriculum. We are implementing an online registration process for the 2017-18 school year that will increase scheduling communication between the students, parents, and school.

The school improvement team continually analyzes goals, objectives and strategies throughout the school year making adjustments as needed to attain the goals set in June of each school year. Over the past 4 years, the team targeted various areas of improvement including scientific inquiry, reading fluency and comprehension, and writing, with additional relationship building activities for 2016-17 school year. All areas have shown growth on the state testing. The School Improvement Team designs activities for the targeted improvement areas and provides professional development to the other staff members throughout the school year.

Forest Park School District is unique in that we are one building with students from Pre-Kindergarten (4 year olds) through twelfth (12th) grade students. The school improvement team prides itself in the development of a mentor program called “POWER PALS”, where all students in grades K-12 are paired with another student. The Forest Park staff designs activities that enhance relationship building within the student body. The students will continue with the same grade level “pal” or mentor until graduation.

The Forest Park School District follows the Michigan Merit Curriculum. The School District uses an online program called Curriculum Crafter as a resource for the teaching staff and further curriculum development. The school district develops lessons that align with the Michigan Academic Standards which can be found on the following website:

[http://www.michigan.gov/mde/0,4615,7-140-28753\\_64839\\_65510---,00.html](http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html)

Forest Park School District has not been chosen for the NAEP testing in the past four years.

The Forest Park School District parent teacher conferences reported 90% of the students had representation for conferences at the elementary level and 85% of the 6-12 student population had representation at conferences or through personal contact.

Forest Park High School had 27 students enrolled in dual enrollment classes, and there were no students who took advantage of AP classes which are offered online. 93% of those students enrolled in college courses received college credit. 35 students chose to enroll in an online course which is about 18% of the high school student population.

As you review the data on academic achievement and success, you should note the progress of our students over time. The Forest Park staff and administration is committed in meeting the educational needs of all our students through their continued professional development, data review, and curriculum planning which includes monitoring and adjusting accordingly.

We believe that to be a high performing school district we need to sustain our extensive level of parent and community involvement. It is with pleasure that I continue to assume the responsibilities of this school district under a supportive community that takes pride in the educational, extracurricular, and athletic systems of the Forest Park School District. Please make extensive effort to attend our annual PTO open house in August, parent teacher conferences, family open houses, carnival night, awards ceremonies, etc. We welcome volunteers in our classrooms and library. I encourage parents to become involved in school organizations, such as, Band Boosters, PTO, Sports Boosters, and Academic Boosters.

On behalf of the entire school district, I would like to thank the staff, students, parents, community, and school board members for their continued dedication to the Forest Park School District. Thank you for believing in our students and holding them to standards of high academic success during the 2015-2016 school year and hope you continue to do so in the current and upcoming 2017-18 school year. Your dedication to our youth is very evident and greatly appreciated. Together we can achieve even greater academic success during the upcoming school year.

Sincerely,

*Becky Waters*

Becky Waters  
Forest Park Superintendent/Elementary Principal

~Good isn't good enough, if better is expected, and the best is possible.

**M-STEP Grades 3-11**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Advanced	Percent Proficient	Percent Partially Proficient	Percent Not Proficient
ELA	3rd Grade Content	All Students	2014-15	50.0%	50.0%	15.4%	34.6%	19.2%	30.8%
ELA	3rd Grade Content	All Students	2015-16	46.0%	56.3%	28.1%	28.1%	28.1%	15.6%
ELA	3rd Grade Content	Hispanic of Any Race	2014-15	37.2%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	White	2014-15	58.2%	52.0%	16.0%	36.0%	20.0%	28.0%
ELA	3rd Grade Content	White	2015-16	53.9%	56.3%	28.1%	28.1%	28.1%	15.6%
ELA	3rd Grade Content	Female	2014-15	54.7%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Female	2015-16	49.5%	68.8%	50.0%	18.8%	12.5%	18.8%
ELA	3rd Grade Content	Male	2014-15	45.5%	47.1%	17.6%	29.4%	17.6%	35.3%
ELA	3rd Grade Content	Male	2015-16	42.6%	43.8%	6.3%	37.5%	43.8%	12.5%
ELA	3rd Grade Content	Economically Disadvantaged	2014-15	35.3%	50.0%	12.5%	37.5%	12.5%	37.5%
ELA	3rd Grade Content	Economically Disadvantaged	2015-16	31.1%	50.0%	27.8%	22.2%	27.8%	22.2%
ELA	3rd Grade Content	Students With Disabilities	2014-15	23.3%	<10	<10	<10	<10	<10
ELA	3rd Grade Content	Students With Disabilities	2015-16	20.7%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	4th Grade Content	All Students	2014-15	46.6%	43.8%	15.6%	28.1%	34.4%	21.9%
ELA	4th Grade Content	All Students	2015-16	46.3%	29.2%	12.5%	16.7%	45.8%	25.0%
ELA	4th Grade Content	Hispanic of Any Race	2015-16	34.4%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Two or More Races	2014-15	45.5%	<10	<10	<10	<10	<10
ELA	4th Grade Content	White	2014-15	53.9%	43.3%	13.3%	30.0%	33.3%	23.3%
ELA	4th Grade Content	White	2015-16	53.9%	30.4%	13.0%	17.4%	47.8%	21.7%
ELA	4th Grade Content	Female	2014-15	51.5%	33.3%	0.0%	33.3%	41.7%	25.0%
ELA	4th Grade Content	Female	2015-16	50.9%	<10	<10	<10	<10	<10
ELA	4th Grade Content	Male	2014-15	41.8%	50.0%	25.0%	25.0%	30.0%	20.0%
ELA	4th Grade Content	Male	2015-16	41.8%	31.3%	12.5%	18.8%	37.5%	31.3%
ELA	4th Grade Content	Economically Disadvantaged	2014-15	30.9%	45.0%	10.0%	35.0%	30.0%	25.0%
ELA	4th Grade Content	Economically Disadvantaged	2015-16	30.8%	42.9%	21.4%	21.4%	21.4%	35.7%
ELA	4th Grade Content	Students With Disabilities	2014-15	17.2%	20.0%	10.0%	10.0%	40.0%	40.0%
ELA	4th Grade Content	Students With Disabilities	2015-16	17.5%	<10	<10	<10	<10	<10
ELA	5th Grade Content	All Students	2014-15	48.7%	56.7%	16.7%	40.0%	30.0%	13.3%

**M-STEP Grades 3-11**

ELA	5th Grade Content	All Students	2015-16	50.6%	68.6%	14.3%	54.3%	22.9%	8.6%
ELA	5th Grade Content	Two or More Races	2014-15	47.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Two or More Races	2015-16	49.0%	<10	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	55.7%	53.8%	15.4%	38.5%	30.8%	15.4%
ELA	5th Grade Content	White	2015-16	58.1%	67.6%	11.8%	55.9%	23.5%	8.8%
ELA	5th Grade Content	Female	2014-15	54.3%	45.5%	18.2%	27.3%	36.4%	18.2%
ELA	5th Grade Content	Female	2015-16	55.8%	83.3%	16.7%	66.7%	16.7%	0.0%
ELA	5th Grade Content	Male	2014-15	43.3%	63.2%	15.8%	47.4%	26.3%	10.5%
ELA	5th Grade Content	Male	2015-16	45.5%	60.9%	13.0%	47.8%	26.1%	13.0%
ELA	5th Grade Content	Economically Disadvantaged	2014-15	32.6%	42.1%	5.3%	36.8%	42.1%	15.8%
ELA	5th Grade Content	Economically Disadvantaged	2015-16	34.4%	78.9%	10.5%	68.4%	15.8%	5.3%
ELA	5th Grade Content	Students With Disabilities	2014-15	14.6%	<10	<10	<10	<10	<10
ELA	5th Grade Content	Students With Disabilities	2015-16	16.1%	60.0%	20.0%	40.0%	30.0%	10.0%
ELA	6th Grade Content	All Students	2014-15	44.7%	45.5%	0.0%	45.5%	50.0%	4.5%
ELA	6th Grade Content	All Students	2015-16	45.0%	38.7%	9.7%	29.0%	38.7%	22.6%

**M-STEP Grades 3-11**

ELA	6th Grade Content	Two or More Races	2014-15	42.4%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Two or More Races	2015-16	42.1%	<10	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	51.2%	47.6%	0.0%	47.6%	47.6%	4.8%
ELA	6th Grade Content	White	2015-16	51.9%	42.3%	11.5%	30.8%	34.6%	23.1%
ELA	6th Grade Content	Female	2014-15	51.1%	63.6%	0.0%	63.6%	36.4%	0.0%
ELA	6th Grade Content	Female	2015-16	49.8%	40.0%	20.0%	20.0%	50.0%	10.0%
ELA	6th Grade Content	Male	2014-15	38.6%	27.3%	0.0%	27.3%	63.6%	9.1%
ELA	6th Grade Content	Male	2015-16	40.4%	38.1%	4.8%	33.3%	33.3%	28.6%
ELA	6th Grade Content	Economically Disadvantaged	2014-15	29.1%	42.9%	0.0%	42.9%	57.1%	0.0%
ELA	6th Grade Content	Economically Disadvantaged	2015-16	28.3%	31.6%	5.3%	26.3%	47.4%	21.1%
ELA	6th Grade Content	Students With Disabilities	2014-15	10.3%	<10	<10	<10	<10	<10
ELA	6th Grade Content	Students With Disabilities	2015-16	10.8%	<10	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2014-15	49.1%	53.6%	3.6%	50.0%	35.7%	10.7%
ELA	7th Grade Content	All Students	2015-16	47.1%	54.2%	0.0%	54.2%	33.3%	12.5%
ELA	7th Grade Content	Hispanic of Any Race	2014-15	35.4%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

ELA	7th Grade Content	Hispanic of Any Race	2015-16	35.3%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2014-15	47.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Two or More Races	2015-16	44.5%	<10	<10	<10	<10	<10
ELA	7th Grade Content	White	2014-15	55.4%	50.0%	3.8%	46.2%	38.5%	11.5%
ELA	7th Grade Content	White	2015-16	53.7%	59.1%	0.0%	59.1%	31.8%	9.1%
ELA	7th Grade Content	Female	2014-15	56.3%	50.0%	7.1%	42.9%	35.7%	14.3%
ELA	7th Grade Content	Female	2015-16	53.8%	75.0%	0.0%	75.0%	25.0%	0.0%
ELA	7th Grade Content	Male	2014-15	42.2%	57.1%	0.0%	57.1%	35.7%	7.1%
ELA	7th Grade Content	Male	2015-16	40.6%	33.3%	0.0%	33.3%	41.7%	25.0%
ELA	7th Grade Content	Economically Disadvantaged	2014-15	33.2%	37.5%	0.0%	37.5%	43.8%	18.8%
ELA	7th Grade Content	Economically Disadvantaged	2015-16	30.7%	52.9%	0.0%	52.9%	29.4%	17.6%
ELA	7th Grade Content	Students With Disabilities	2014-15	10.9%	<10	<10	<10	<10	<10
ELA	7th Grade Content	Students With Disabilities	2015-16	11.1%	<10	<10	<10	<10	<10
ELA	8th Grade Content	All Students	2014-15	47.6%	54.5%	6.1%	48.5%	24.2%	21.2%
ELA	8th Grade Content	All Students	2015-16	48.9%	55.2%	20.7%	34.5%	34.5%	10.3%



**M-STEP Grades 3-11**

ELA	8th Grade Content	Hispanic of Any Race	2014-15	36.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Hispanic of Any Race	2015-16	35.2%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2014-15	44.7%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Two or More Races	2015-16	47.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	White	2014-15	53.8%	55.2%	6.9%	48.3%	24.1%	20.7%
ELA	8th Grade Content	White	2015-16	55.2%	51.9%	18.5%	33.3%	37.0%	11.1%
ELA	8th Grade Content	Female	2014-15	54.2%	73.3%	13.3%	60.0%	13.3%	13.3%
ELA	8th Grade Content	Female	2015-16	54.9%	60.0%	26.7%	33.3%	26.7%	13.3%
ELA	8th Grade Content	Male	2014-15	41.2%	38.9%	0.0%	38.9%	33.3%	27.8%
ELA	8th Grade Content	Male	2015-16	43.0%	50.0%	14.3%	35.7%	42.9%	7.1%
ELA	8th Grade Content	Economically Disadvantaged	2014-15	31.8%	50.0%	0.0%	50.0%	18.8%	31.3%
ELA	8th Grade Content	Economically Disadvantaged	2015-16	32.5%	53.3%	13.3%	40.0%	26.7%	20.0%
ELA	8th Grade Content	Students With Disabilities	2014-15	9.8%	<10	<10	<10	<10	<10
ELA	8th Grade Content	Students With Disabilities	2015-16	10.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2014-15	49.3%	40.0%	15.0%	25.0%	35.0%	25.0%

**M-STEP Grades 3-11**

ELA	11th Grade Content	Black or African American	2014-15	25.8%	<10	<10	<10	<10	<10
ELA	11th Grade Content	Hispanic of Any Race	2014-15	39.6%	<10	<10	<10	<10	<10
ELA	11th Grade Content	White	2014-15	54.3%	40.5%	13.5%	27.0%	37.8%	21.6%
ELA	11th Grade Content	Female	2014-15	55.4%	57.1%	19.0%	38.1%	33.3%	9.5%
ELA	11th Grade Content	Male	2014-15	43.3%	21.1%	10.5%	10.5%	36.8%	42.1%
ELA	11th Grade Content	Economically Disadvantaged	2014-15	34.6%	34.8%	13.0%	21.7%	26.1%	39.1%
ELA	11th Grade Content	Students With Disabilities	2014-15	12.6%	10.0%	0.0%	10.0%	20.0%	70.0%
Mathematics	3rd Grade Content	All Students	2014-15	48.8%	50.0%	7.7%	42.3%	34.6%	15.4%
Mathematics	3rd Grade Content	All Students	2015-16	45.2%	62.5%	12.5%	50.0%	21.9%	15.6%
Mathematics	3rd Grade Content	Hispanic of Any Race	2014-15	35.7%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	White	2014-15	57.3%	52.0%	8.0%	44.0%	32.0%	16.0%
Mathematics	3rd Grade Content	White	2015-16	53.2%	62.5%	12.5%	50.0%	21.9%	15.6%
Mathematics	3rd Grade Content	Female	2014-15	48.1%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Female	2015-16	43.7%	62.5%	25.0%	37.5%	18.8%	18.8%
Mathematics	3rd Grade Content	Male	2014-15	49.5%	58.8%	11.8%	47.1%	23.5%	17.6%

**M-STEP Grades 3-11**

Mathematics	3rd Grade Content	Male	2015-16	46.6%	62.5%	0.0%	62.5%	25.0%	12.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2014-15	33.5%	56.3%	6.3%	50.0%	31.3%	12.5%
Mathematics	3rd Grade Content	Economically Disadvantaged	2015-16	30.1%	55.6%	11.1%	44.4%	16.7%	27.8%
Mathematics	3rd Grade Content	Students With Disabilities	2014-15	24.5%	<10	<10	<10	<10	<10
Mathematics	3rd Grade Content	Students With Disabilities	2015-16	21.4%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	All Students	2014-15	41.4%	40.6%	6.3%	34.4%	50.0%	9.4%
Mathematics	4th Grade Content	All Students	2015-16	44.0%	25.0%	8.3%	16.7%	54.2%	20.8%
Mathematics	4th Grade Content	Hispanic of Any Race	2015-16	30.6%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Two or More Races	2014-15	38.2%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	White	2014-15	49.3%	40.0%	3.3%	36.7%	50.0%	10.0%
Mathematics	4th Grade Content	White	2015-16	52.3%	26.1%	8.7%	17.4%	56.5%	17.4%
Mathematics	4th Grade Content	Female	2014-15	40.3%	16.7%	0.0%	16.7%	75.0%	8.3%
Mathematics	4th Grade Content	Female	2015-16	42.1%	<10	<10	<10	<10	<10
Mathematics	4th Grade Content	Male	2014-15	42.4%	55.0%	10.0%	45.0%	35.0%	10.0%
Mathematics	4th Grade Content	Male	2015-16	45.8%	31.3%	12.5%	18.8%	43.8%	25.0%

**M-STEP Grades 3-11**

Mathematics	4th Grade Content	Economically Disadvantaged	2014-15	25.4%	40.0%	10.0%	30.0%	50.0%	10.0%
Mathematics	4th Grade Content	Economically Disadvantaged	2015-16	27.9%	28.6%	7.1%	21.4%	42.9%	28.6%
Mathematics	4th Grade Content	Students With Disabilities	2014-15	17.2%	20.0%	0.0%	20.0%	50.0%	30.0%
Mathematics	4th Grade Content	Students With Disabilities	2015-16	19.2%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	33.4%	40.0%	6.7%	33.3%	26.7%	33.3%
Mathematics	5th Grade Content	All Students	2015-16	33.8%	31.4%	17.1%	14.3%	48.6%	20.0%
Mathematics	5th Grade Content	Two or More Races	2014-15	30.5%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Two or More Races	2015-16	30.0%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	39.7%	38.5%	7.7%	30.8%	30.8%	30.8%
Mathematics	5th Grade Content	White	2015-16	41.0%	29.4%	14.7%	14.7%	50.0%	20.6%
Mathematics	5th Grade Content	Female	2014-15	32.6%	27.3%	9.1%	18.2%	36.4%	36.4%
Mathematics	5th Grade Content	Female	2015-16	31.7%	8.3%	8.3%	0.0%	58.3%	33.3%
Mathematics	5th Grade Content	Male	2014-15	34.1%	47.4%	5.3%	42.1%	21.1%	31.6%
Mathematics	5th Grade Content	Male	2015-16	35.8%	43.5%	21.7%	21.7%	43.5%	13.0%
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	18.2%	31.6%	5.3%	26.3%	31.6%	36.8%

**M-STEP Grades 3-11**

Mathematics	5th Grade Content	Economically Disadvantaged	2015-16	17.7%	26.3%	10.5%	15.8%	47.4%	26.3%
Mathematics	5th Grade Content	Students With Disabilities	2014-15	9.4%	<10	<10	<10	<10	<10
Mathematics	5th Grade Content	Students With Disabilities	2015-16	10.2%	30.0%	20.0%	10.0%	20.0%	50.0%
Mathematics	6th Grade Content	All Students	2014-15	33.3%	27.3%	9.1%	18.2%	36.4%	36.4%
Mathematics	6th Grade Content	All Students	2015-16	32.8%	41.9%	3.2%	38.7%	38.7%	19.4%
Mathematics	6th Grade Content	Two or More Races	2014-15	29.3%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Two or More Races	2015-16	29.1%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	39.3%	23.8%	9.5%	14.3%	38.1%	38.1%
Mathematics	6th Grade Content	White	2015-16	39.2%	42.3%	3.8%	38.5%	38.5%	19.2%
Mathematics	6th Grade Content	Female	2014-15	34.1%	36.4%	18.2%	18.2%	36.4%	27.3%
Mathematics	6th Grade Content	Female	2015-16	31.4%	20.0%	0.0%	20.0%	50.0%	30.0%
Mathematics	6th Grade Content	Male	2014-15	32.5%	18.2%	0.0%	18.2%	36.4%	45.5%
Mathematics	6th Grade Content	Male	2015-16	34.1%	52.4%	4.8%	47.6%	33.3%	14.3%
Mathematics	6th Grade Content	Economically Disadvantaged	2014-15	17.6%	28.6%	7.1%	21.4%	42.9%	28.6%
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	16.8%	42.1%	5.3%	36.8%	36.8%	21.1%

**M-STEP Grades 3-11**

Mathematics	6th Grade Content	Students With Disabilities	2014-15	7.8%	<10	<10	<10	<10	<10
Mathematics	6th Grade Content	Students With Disabilities	2015-16	7.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2014-15	33.3%	28.6%	7.1%	21.4%	57.1%	14.3%
Mathematics	7th Grade Content	All Students	2015-16	35.3%	25.0%	0.0%	25.0%	37.5%	37.5%
Mathematics	7th Grade Content	Hispanic of Any Race	2014-15	19.3%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Hispanic of Any Race	2015-16	20.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2014-15	29.2%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Two or More Races	2015-16	31.7%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2014-15	39.0%	30.8%	7.7%	23.1%	53.8%	15.4%
Mathematics	7th Grade Content	White	2015-16	41.6%	22.7%	0.0%	22.7%	36.4%	40.9%
Mathematics	7th Grade Content	Female	2014-15	33.0%	35.7%	14.3%	21.4%	57.1%	7.1%
Mathematics	7th Grade Content	Female	2015-16	34.5%	16.7%	0.0%	16.7%	50.0%	33.3%
Mathematics	7th Grade Content	Male	2014-15	33.5%	21.4%	0.0%	21.4%	57.1%	21.4%
Mathematics	7th Grade Content	Male	2015-16	36.1%	33.3%	0.0%	33.3%	25.0%	41.7%
Mathematics	7th Grade Content	Economically Disadvantaged	2014-15	17.8%	6.3%	6.3%	0.0%	81.3%	12.5%

**M-STEP Grades 3-11**

Mathematics	7th Grade Content	Economically Disadvantaged	2015-16	18.7%	29.4%	0.0%	29.4%	35.3%	35.3%
Mathematics	7th Grade Content	Students With Disabilities	2014-15	6.5%	<10	<10	<10	<10	<10
Mathematics	7th Grade Content	Students With Disabilities	2015-16	7.7%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	All Students	2014-15	32.2%	27.3%	12.1%	15.2%	45.5%	27.3%
Mathematics	8th Grade Content	All Students	2015-16	32.7%	31.0%	10.3%	20.7%	34.5%	34.5%
Mathematics	8th Grade Content	Hispanic of Any Race	2014-15	18.9%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Hispanic of Any Race	2015-16	18.6%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2014-15	28.5%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Two or More Races	2015-16	29.8%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	White	2014-15	37.7%	27.6%	10.3%	17.2%	44.8%	27.6%
Mathematics	8th Grade Content	White	2015-16	38.3%	33.3%	11.1%	22.2%	33.3%	33.3%
Mathematics	8th Grade Content	Female	2014-15	32.6%	26.7%	20.0%	6.7%	46.7%	26.7%
Mathematics	8th Grade Content	Female	2015-16	34.1%	40.0%	20.0%	20.0%	40.0%	20.0%
Mathematics	8th Grade Content	Male	2014-15	31.8%	27.8%	5.6%	22.2%	44.4%	27.8%
Mathematics	8th Grade Content	Male	2015-16	31.4%	21.4%	0.0%	21.4%	28.6%	50.0%

**M-STEP Grades 3-11**

Mathematics	8th Grade Content	Economically Disadvantaged	2014-15	17.0%	12.5%	6.3%	6.3%	56.3%	31.3%
Mathematics	8th Grade Content	Economically Disadvantaged	2015-16	16.7%	13.3%	0.0%	13.3%	46.7%	40.0%
Mathematics	8th Grade Content	Students With Disabilities	2014-15	5.1%	<10	<10	<10	<10	<10
Mathematics	8th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2014-15	28.5%	10.0%	0.0%	10.0%	42.5%	47.5%
Mathematics	11th Grade Content	Black or African American	2014-15	8.6%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	Hispanic of Any Race	2014-15	16.0%	<10	<10	<10	<10	<10
Mathematics	11th Grade Content	White	2014-15	32.4%	10.8%	0.0%	10.8%	43.2%	45.9%
Mathematics	11th Grade Content	Female	2014-15	29.1%	9.5%	0.0%	9.5%	52.4%	38.1%
Mathematics	11th Grade Content	Male	2014-15	27.8%	10.5%	0.0%	10.5%	31.6%	57.9%
Mathematics	11th Grade Content	Economically Disadvantaged	2014-15	14.1%	8.7%	0.0%	8.7%	34.8%	56.5%
Mathematics	11th Grade Content	Students With Disabilities	2014-15	3.6%	0.0%	0.0%	0.0%	20.0%	80.0%
Science	4th Grade Content	All Students	2014-15	12.4%	12.5%	6.3%	6.3%	40.6%	46.9%
Science	4th Grade Content	All Students	2015-16	14.7%	20.8%	12.5%	8.3%	16.7%	62.5%
Science	4th Grade Content	Hispanic of Any Race	2015-16	6.6%	<10	<10	<10	<10	<10



**M-STEP Grades 3-11**

Science	4th Grade Content	Two or More Races	2014-15	11.8%	<10	<10	<10	<10	<10
Science	4th Grade Content	White	2014-15	15.4%	10.0%	3.3%	6.7%	43.3%	46.7%
Science	4th Grade Content	White	2015-16	18.4%	21.7%	13.0%	8.7%	17.4%	60.9%
Science	4th Grade Content	Female	2014-15	10.4%	0.0%	0.0%	0.0%	33.3%	66.7%
Science	4th Grade Content	Female	2015-16	13.0%	<10	<10	<10	<10	<10
Science	4th Grade Content	Male	2014-15	14.3%	20.0%	10.0%	10.0%	45.0%	35.0%
Science	4th Grade Content	Male	2015-16	16.4%	25.0%	18.8%	6.3%	6.3%	68.8%
Science	4th Grade Content	Economically Disadvantaged	2014-15	5.5%	15.0%	5.0%	10.0%	30.0%	55.0%
Science	4th Grade Content	Economically Disadvantaged	2015-16	6.6%	28.6%	21.4%	7.1%	7.1%	64.3%
Science	4th Grade Content	Students With Disabilities	2014-15	4.6%	0.0%	0.0%	0.0%	30.0%	70.0%
Science	4th Grade Content	Students With Disabilities	2015-16	5.3%	<10	<10	<10	<10	<10
Science	7th Grade Content	All Students	2014-15	22.7%	32.1%	3.6%	28.6%	28.6%	39.3%
Science	7th Grade Content	All Students	2015-16	23.9%	12.5%	0.0%	12.5%	54.2%	33.3%
Science	7th Grade Content	Hispanic of Any Race	2014-15	11.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Hispanic of Any Race	2015-16	12.4%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	7th Grade Content	Two or More Races	2014-15	21.6%	<10	<10	<10	<10	<10
Science	7th Grade Content	Two or More Races	2015-16	21.2%	<10	<10	<10	<10	<10
Science	7th Grade Content	White	2014-15	27.4%	30.8%	3.8%	26.9%	26.9%	42.3%
Science	7th Grade Content	White	2015-16	28.9%	13.6%	0.0%	13.6%	54.5%	31.8%
Science	7th Grade Content	Female	2014-15	20.8%	28.6%	7.1%	21.4%	28.6%	42.9%
Science	7th Grade Content	Female	2015-16	22.6%	0.0%	0.0%	0.0%	75.0%	25.0%
Science	7th Grade Content	Male	2014-15	24.6%	35.7%	0.0%	35.7%	28.6%	35.7%
Science	7th Grade Content	Male	2015-16	25.1%	25.0%	0.0%	25.0%	33.3%	41.7%
Science	7th Grade Content	Economically Disadvantaged	2014-15	10.9%	18.8%	0.0%	18.8%	31.3%	50.0%
Science	7th Grade Content	Economically Disadvantaged	2015-16	11.7%	5.9%	0.0%	5.9%	70.6%	23.5%
Science	7th Grade Content	Students With Disabilities	2014-15	4.7%	<10	<10	<10	<10	<10
Science	7th Grade Content	Students With Disabilities	2015-16	5.6%	<10	<10	<10	<10	<10
Science	11th Grade Content	All Students	2014-15	29.4%	20.0%	2.5%	17.5%	32.5%	47.5%
Science	11th Grade Content	All Students	2015-16	33.0%	27.3%	18.2%	9.1%	29.5%	43.2%
Science	11th Grade Content	Black or African American	2014-15	7.3%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Science	11th Grade Content	Hispanic of Any Race	2014-15	17.0%	<10	<10	<10	<10	<10
Science	11th Grade Content	Two or More Races	2015-16	29.7%	<10	<10	<10	<10	<10
Science	11th Grade Content	White	2014-15	34.2%	21.6%	2.7%	18.9%	29.7%	48.6%
Science	11th Grade Content	White	2015-16	38.7%	25.6%	16.3%	9.3%	30.2%	44.2%
Science	11th Grade Content	Female	2014-15	26.7%	19.0%	0.0%	19.0%	38.1%	42.9%
Science	11th Grade Content	Female	2015-16	29.8%	27.3%	18.2%	9.1%	22.7%	50.0%
Science	11th Grade Content	Male	2014-15	32.1%	21.1%	5.3%	15.8%	26.3%	52.6%
Science	11th Grade Content	Male	2015-16	36.3%	27.3%	18.2%	9.1%	36.4%	36.4%
Science	11th Grade Content	Economically Disadvantaged	2014-15	15.4%	4.3%	4.3%	0.0%	43.5%	52.2%
Science	11th Grade Content	Economically Disadvantaged	2015-16	17.9%	20.0%	10.0%	10.0%	30.0%	50.0%
Science	11th Grade Content	Students With Disabilities	2014-15	6.7%	0.0%	0.0%	0.0%	10.0%	90.0%
Science	11th Grade Content	Students With Disabilities	2015-16	7.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	22.2%	14.3%	0.0%	14.3%	78.6%	7.1%
Social Studies	5th Grade Content	All Students	2015-16	18.9%	28.6%	2.9%	25.7%	62.9%	8.6%
Social Studies	5th Grade Content	Two or More Races	2014-15	20.5%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	5th Grade Content	Two or More Races	2015-16	17.6%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	26.9%	16.7%	0.0%	16.7%	75.0%	8.3%
Social Studies	5th Grade Content	White	2015-16	23.0%	26.5%	2.9%	23.5%	64.7%	8.8%
Social Studies	5th Grade Content	Female	2014-15	20.6%	18.2%	0.0%	18.2%	63.6%	18.2%
Social Studies	5th Grade Content	Female	2015-16	16.7%	16.7%	0.0%	16.7%	66.7%	16.7%
Social Studies	5th Grade Content	Male	2014-15	23.8%	11.8%	0.0%	11.8%	88.2%	0.0%
Social Studies	5th Grade Content	Male	2015-16	21.0%	34.8%	4.3%	30.4%	60.9%	4.3%
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	10.9%	11.8%	0.0%	11.8%	76.5%	11.8%
Social Studies	5th Grade Content	Economically Disadvantaged	2015-16	8.5%	21.1%	0.0%	21.1%	68.4%	10.5%
Social Studies	5th Grade Content	Students With Disabilities	2014-15	6.9%	<10	<10	<10	<10	<10
Social Studies	5th Grade Content	Students With Disabilities	2015-16	5.6%	40.0%	10.0%	30.0%	40.0%	20.0%
Social Studies	8th Grade Content	All Students	2014-15	29.7%	27.3%	0.0%	27.3%	51.5%	21.2%
Social Studies	8th Grade Content	All Students	2015-16	29.3%	41.4%	13.8%	27.6%	44.8%	13.8%
Social Studies	8th Grade Content	Hispanic of Any Race	2014-15	18.1%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Hispanic of Any Race	2015-16	18.0%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	8th Grade Content	Two or More Races	2014-15	26.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Two or More Races	2015-16	28.7%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	White	2014-15	35.2%	27.6%	0.0%	27.6%	48.3%	24.1%
Social Studies	8th Grade Content	White	2015-16	34.3%	40.7%	11.1%	29.6%	44.4%	14.8%
Social Studies	8th Grade Content	Female	2014-15	25.2%	40.0%	0.0%	40.0%	40.0%	20.0%
Social Studies	8th Grade Content	Female	2015-16	26.0%	26.7%	6.7%	20.0%	53.3%	20.0%
Social Studies	8th Grade Content	Male	2014-15	34.0%	16.7%	0.0%	16.7%	61.1%	22.2%
Social Studies	8th Grade Content	Male	2015-16	32.6%	57.1%	21.4%	35.7%	35.7%	7.1%
Social Studies	8th Grade Content	Economically Disadvantaged	2014-15	15.9%	12.5%	0.0%	12.5%	62.5%	25.0%
Social Studies	8th Grade Content	Economically Disadvantaged	2015-16	15.8%	40.0%	13.3%	26.7%	40.0%	20.0%
Social Studies	8th Grade Content	Students With Disabilities	2014-15	7.3%	<10	<10	<10	<10	<10
Social Studies	8th Grade Content	Students With Disabilities	2015-16	7.6%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2014-15	43.9%	37.5%	5.0%	32.5%	50.0%	12.5%
Social Studies	11th Grade Content	All Students	2015-16	43.1%	40.9%	6.8%	34.1%	47.7%	11.4%
Social Studies	11th Grade Content	Black or African American	2014-15	18.0%	<10	<10	<10	<10	<10

**M-STEP Grades 3-11**

Social Studies	11th Grade Content	Hispanic of Any Race	2014-15	33.0%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	Two or More Races	2015-16	40.2%	<10	<10	<10	<10	<10
Social Studies	11th Grade Content	White	2014-15	49.4%	37.8%	5.4%	32.4%	51.4%	10.8%
Social Studies	11th Grade Content	White	2015-16	49.3%	41.9%	7.0%	34.9%	46.5%	11.6%
Social Studies	11th Grade Content	Female	2014-15	40.5%	42.9%	0.0%	42.9%	47.6%	9.5%
Social Studies	11th Grade Content	Female	2015-16	39.1%	31.8%	4.5%	27.3%	59.1%	9.1%
Social Studies	11th Grade Content	Male	2014-15	47.2%	31.6%	10.5%	21.1%	52.6%	15.8%
Social Studies	11th Grade Content	Male	2015-16	47.1%	50.0%	9.1%	40.9%	36.4%	13.6%
Social Studies	11th Grade Content	Economically Disadvantaged	2014-15	27.9%	30.4%	0.0%	30.4%	52.2%	17.4%
Social Studies	11th Grade Content	Economically Disadvantaged	2015-16	26.3%	40.0%	0.0%	40.0%	45.0%	15.0%
Social Studies	11th Grade Content	Students With Disabilities	2014-15	15.0%	30.0%	0.0%	30.0%	30.0%	40.0%
Social Studies	11th Grade Content	Students With Disabilities	2015-16	14.0%	<10	<10	<10	<10	<10

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**SAT**

Location Name	School Year	Subject	Student Group	Mean SAT Score	Benchmark	Met or Exceeded	% Met or Exceeded	Did Not Meet	% Did Not Meet	Number Assessed
Forest Park School District	2015-16	Total Score	All Students	957.7	N/A	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Total Score	Two or More Races	<10	N/A	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Total Score	White	952.1	N/A	<10	19.0%	34	81.0%	42
Forest Park School District	2015-16	Total Score	Female	937.6	N/A	<10	14.3%	18	85.7%	21
Forest Park School District	2015-16	Total Score	Male	976.8	N/A	<10	27.3%	16	72.7%	22
Forest Park School District	2015-16	Total Score	Economically Disadvantaged	943.2	N/A	<10	15.8%	16	84.2%	19
Forest Park School District	2015-16	Total Score	Not Economically Disadvantaged	969.2	N/A	<10	25.0%	18	75.0%	24
Forest Park School District	2015-16	Total Score	Not English Language Learners	957.7	N/A	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Total Score	Not Migrant	957.7	N/A	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Total Score	Students With Disabilities	<10	N/A	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Total Score	Students Without Disabilities	969.5	N/A	<10	21.1%	30	78.9%	38
Forest Park School District	2015-16	Total Score	Not Homeless	957.7	N/A	<10	20.9%	34	79.1%	43



**MI School Data**  
**Annual Education Report**  
**Forest Park School District**

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**SAT**

Forest Park School District	2015-16	Evidence-Based Reading and Writing	All Students	500.7	480	24	55.8%	19	44.2%	43
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Two or More Races	<10	480	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Evidence-Based Reading and Writing	White	496.9	480	23	54.8%	19	45.2%	42
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Female	493.3	480	10	47.6%	11	52.4%	21
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Male	507.7	480	14	63.6%	<10	36.4%	22
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Economically Disadvantaged	488.4	480	<10	36.8%	12	63.2%	19
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Not Economically Disadvantaged	510.4	480	17	70.8%	<10	29.2%	24
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Not English Language Learners	500.7	480	24	55.8%	19	44.2%	43
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Not Migrant	500.7	480	24	55.8%	19	44.2%	43
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Students With Disabilities	<10	480	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Evidence-Based Reading and Writing	Students Without Disabilities	509.2	480	21	55.3%	17	44.7%	38



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**SAT**

Forest Park School District	2015-16	Evidence-Based Reading and Writing	Not Homeless	500.7	480	24	55.8%	19	44.2%	43
Forest Park School District	2015-16	Mathematics	All Students	457.0	530	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Mathematics	Two or More Races	<10	530	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Mathematics	White	455.2	530	<10	19.0%	34	81.0%	42
Forest Park School District	2015-16	Mathematics	Female	444.3	530	<10	14.3%	18	85.7%	21
Forest Park School District	2015-16	Mathematics	Male	469.1	530	<10	27.3%	16	72.7%	22
Forest Park School District	2015-16	Mathematics	Economically Disadvantaged	454.7	530	<10	15.8%	16	84.2%	19
Forest Park School District	2015-16	Mathematics	Not Economically Disadvantaged	458.8	530	<10	25.0%	18	75.0%	24
Forest Park School District	2015-16	Mathematics	Not English Language Learners	457.0	530	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Mathematics	Not Migrant	457.0	530	<10	20.9%	34	79.1%	43
Forest Park School District	2015-16	Mathematics	Students With Disabilities	<10	530	<10	<10	<10	<10	<10
Forest Park School District	2015-16	Mathematics	Students Without Disabilities	460.3	530	<10	21.1%	30	78.9%	38
Forest Park School District	2015-16	Mathematics	Not Homeless	457.0	530	<10	20.9%	34	79.1%	43

**MI-Access Functional Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
ELA	5th Grade Content	All Students	2014-15	66.4%	<10	<10	<10	<10
Mathematics	5th Grade Content	All Students	2014-15	65.5%	<10	<10	<10	<10
Social Studies	5th Grade Content	All Students	2014-15	39.7%	<10	<10	<10	<10
ELA	5th Grade Content	White	2014-15	71.5%	<10	<10	<10	<10
Mathematics	5th Grade Content	White	2014-15	68.6%	<10	<10	<10	<10
Social Studies	5th Grade Content	White	2014-15	45.4%	<10	<10	<10	<10
ELA	5th Grade Content	Male	2014-15	65.3%	<10	<10	<10	<10
Mathematics	5th Grade Content	Male	2014-15	67.8%	<10	<10	<10	<10
Social Studies	5th Grade Content	Male	2014-15	40.4%	<10	<10	<10	<10
ELA	5th Grade Content	Economically Disadvantaged	2014-15	66.0%	<10	<10	<10	<10
Mathematics	5th Grade Content	Economically Disadvantaged	2014-15	66.3%	<10	<10	<10	<10
Social Studies	5th Grade Content	Economically Disadvantaged	2014-15	40.8%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2014-15	68.1%	<10	<10	<10	<10
ELA	6th Grade Content	All Students	2015-16	84.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2014-15	67.8%	<10	<10	<10	<10
Mathematics	6th Grade Content	All Students	2015-16	68.1%	<10	<10	<10	<10
ELA	6th Grade Content	White	2014-15	70.5%	<10	<10	<10	<10
ELA	6th Grade Content	White	2015-16	86.0%	<10	<10	<10	<10
Mathematics	6th Grade Content	White	2014-15	69.4%	<10	<10	<10	<10

**MI-Access Functional Independence**

Mathematics	6th Grade Content	White	2015-16	71.3%	<10	<10	<10	<10
ELA	6th Grade Content	Female	2014-15	72.5%	<10	<10	<10	<10
Mathematics	6th Grade Content	Female	2014-15	64.2%	<10	<10	<10	<10
ELA	6th Grade Content	Male	2015-16	84.1%	<10	<10	<10	<10
Mathematics	6th Grade Content	Male	2015-16	67.6%	<10	<10	<10	<10
ELA	6th Grade Content	Economically Disadvantaged	2015-16	86.3%	<10	<10	<10	<10
Mathematics	6th Grade Content	Economically Disadvantaged	2015-16	69.6%	<10	<10	<10	<10
ELA	7th Grade Content	All Students	2015-16	77.2%	<10	<10	<10	<10
Mathematics	7th Grade Content	All Students	2015-16	69.9%	<10	<10	<10	<10
Science	7th Grade Content	All Students	2015-16	48.2%	<10	<10	<10	<10
ELA	7th Grade Content	White	2015-16	81.1%	<10	<10	<10	<10
Mathematics	7th Grade Content	White	2015-16	73.4%	<10	<10	<10	<10
Science	7th Grade Content	White	2015-16	57.6%	<10	<10	<10	<10
ELA	7th Grade Content	Female	2015-16	79.7%	<10	<10	<10	<10
Mathematics	7th Grade Content	Female	2015-16	67.2%	<10	<10	<10	<10
Science	7th Grade Content	Female	2015-16	43.5%	<10	<10	<10	<10
ELA	11th Grade Content	All Students	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	All Students	2015-16	79.7%	<10	<10	<10	<10
Science	11th Grade Content	All Students	2015-16	47.4%	<10	<10	<10	<10
Social Studies	11th Grade Content	All Students	2015-16	43.1%	<10	<10	<10	<10

**MI-Access Functional Independence**

ELA	11th Grade Content	Asian	2015-16	57.9%	<10	<10	<10	<10
Mathematics	11th Grade Content	Asian	2015-16	76.2%	<10	<10	<10	<10
Science	11th Grade Content	Asian	2015-16	38.1%	<10	<10	<10	<10
Social Studies	11th Grade Content	Asian	2015-16	38.1%	<10	<10	<10	<10
ELA	11th Grade Content	Female	2015-16	81.0%	<10	<10	<10	<10
Mathematics	11th Grade Content	Female	2015-16	74.9%	<10	<10	<10	<10
Science	11th Grade Content	Female	2015-16	42.0%	<10	<10	<10	<10
Social Studies	11th Grade Content	Female	2015-16	37.0%	<10	<10	<10	<10



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**MI-Access Supported Independence**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display

**MI-Access Participation**

Subject	Grade	Testing Group	School Year	State Percent Students Proficient	District Percent Students Proficient	Percent Surpassed	Percent Attained	Percent Emerging
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No Data to Display



Accountability Details Subject Data

Testing Group	Subject	State Tested Total	State Percent Proficient	District Tested Total	District Percent Proficient*
All Students	ELA	98.7%	69.6%	100.0%	76.8%
All Students	Mathematics	98.6%	62.1%	100.0%	64.7%
All Students	Science	98.1%	50.0%	100.0%	49.4%
All Students	Social Studies	98.1%	59.3%	100.0%	67.0%
Bottom 30%	ELA	N/A	25.1%	N/A	29.0%
Bottom 30%	Mathematics	N/A	19.0%	N/A	17.7%
Bottom 30%	Science	N/A	9.8%	N/A	<30
Bottom 30%	Social Studies	N/A	13.3%	N/A	16.1%
American Indian or Alaska Native	ELA	98.4%	63.4%	N/A	N/A
American Indian or Alaska Native	Mathematics	98.4%	55.9%	N/A	N/A
American Indian or Alaska Native	Science	98.0%	46.3%	N/A	N/A
American Indian or Alaska Native	Social Studies	97.3%	54.5%	N/A	N/A
Asian	ELA	99.3%	84.3%	<30	N/A
Asian	Mathematics	99.4%	83.7%	<30	N/A
Asian	Science	99.3%	65.5%	<30	N/A
Asian	Social Studies	99.3%	76.0%	<30	N/A
Black or African American	ELA	97.7%	46.9%	N/A	N/A
Black or African American	Mathematics	97.4%	37.3%	N/A	N/A
Black or African American	Science	96.5%	23.9%	N/A	N/A
Black or African American	Social Studies	96.6%	33.6%	N/A	N/A
Hispanic of Any Race	ELA	98.8%	60.8%	<30	<30
Hispanic of Any Race	Mathematics	98.8%	51.1%	<30	<30
Hispanic of Any Race	Science	98.1%	36.7%	<30	<30
Hispanic of Any Race	Social Studies	98.0%	47.7%	<30	<30
Native Hawaiian or Other Pacific Islander	ELA	99.5%	72.4%	N/A	N/A



**Accountability Details Subject Data**

Native Hawaiian or Other Pacific Islander	Mathematics	99.7%	65.9%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Science	99.7%	59.6%	N/A	N/A
Native Hawaiian or Other Pacific Islander	Social Studies	99.6%	65.7%	N/A	N/A
Two or More Races	ELA	98.9%	67.8%	<30	<30
Two or More Races	Mathematics	98.7%	59.2%	<30	<30
Two or More Races	Science	98.5%	45.2%	<30	<30
Two or More Races	Social Studies	98.5%	57.3%	<30	<30
White	ELA	99.0%	75.6%	100.0%	78.2%
White	Mathematics	98.9%	68.4%	100.0%	64.5%
White	Science	98.6%	57.1%	100.0%	48.8%
White	Social Studies	98.5%	65.8%	100.0%	65.7%
Economically Disadvantaged	ELA	98.3%	56.8%	100.0%	74.1%
Economically Disadvantaged	Mathematics	98.2%	48.5%	100.0%	61.6%
Economically Disadvantaged	Science	97.5%	35.0%	100.0%	52.2%
Economically Disadvantaged	Social Studies	97.5%	43.9%	100.0%	66.7%
English Language Learners	ELA	98.8%	49.5%	N/A	N/A
English Language Learners	Mathematics	99.0%	48.4%	N/A	N/A
English Language Learners	Science	98.5%	22.0%	N/A	N/A
English Language Learners	Social Studies	98.2%	30.9%	N/A	N/A
Students With Disabilities	ELA	97.2%	40.1%	100.0%	61.8%
Students With Disabilities	Mathematics	97.1%	36.5%	100.0%	64.7%
Students With Disabilities	Science	97.0%	26.5%	<30	<30
Students With Disabilities	Social Studies	96.6%	30.8%	<30	<30

Note: 1062 Recently arrived LEP students took part in the State's WIDA instead of the M-STEP/MME/MI-Access.





**Accountability Details Graduation Data**

Student Group	Statewide	District
All Students	79.79%	93.75%
American Indian or Alaska Native	70.88%	N/A
Asian	90.77%	N/A
Black or African American	67.31%	N/A
Hispanic of Any Race	72.07%	N/A
Native Hawaiian or Other Pacific Islander	76.67%	N/A
Two or More Races	74.74%	N/A
White	83.48%	93.55%
Female	83.76%	N/A
Male	76.00%	N/A
Economically Disadvantaged	67.48%	N/A
English Language Learners	72.14%	N/A
Students With Disabilities	57.12%	N/A
Shared Educational Entity	N/A	N/A
Bottom 30%	N/A	N/A

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



## MI School Data

### Annual Education Report Forest Park School District

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#### Accountability Details Attendance Data

Student Group	Statewide	District
All Students	94.32%	96.13%

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

**Accountability Status District Data**

District Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Forest Park School District	Green	2	Green	2	Green	2	Green	2	Lime	36



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**Accountability Status School Data**

School Name	ELA Status	ELA Score	Math Status	Math Score	Science Status	Science Score	Social Studies Status	Social Studies Score	Overall Status	Overall Score
Forest Park School	Green	2	Green	2	Green	2	Green	2	Lime	36

**Teacher Quality - Qualification**

	Other	B.A.	M.A.	P.H.D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the District	0	16	13	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*

**Teacher Quality - Class**

	District Aggregate	High-Poverty Schools	Low-Poverty Schools
Percentage of Core Academic Subject Elementary and Secondary School Classes not Taught by Highly Qualified Teachers	0.0%	N/A	N/A

**Teacher Quality - Provisional**

	Certification Percent
Percentage of Public Elementary and Secondary School Teachers in the District with Emergency Certification	3.4%

**NAEP Grade 4 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	23	77	34	5
Male	51	22	78	36	6
Female	49	23	77	32	4
National Lunch Program Eligibility					
Eligible	47	36	64	17	1
Not Eligible	53	10	90	49	9
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	72	15	85	39	5
Black or African American	15	53	47	10	&#35
Hispanic	6	38	62	21	3
Asian	4	11	89	58	19
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	3	‡	‡	‡	&#8225
Student classified as having a disability					
SD	12	47	53	14	1
Not SD	88	19	81	37	5
Student is an English Language Learner					
ELL	5	42	58	16	1
Not ELL	95	22	78	35	5

‡ 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



# MI School Data

## Annual Education Report Forest Park School District

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### NAEP Grade 8 Math

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	32	39	22	7
Male	51	31	39	23	7
Female	49	34	39	21	6
National Lunch Program Eligibility					
Eligible	45	48	39	12	2
Not Eligible	55	19	40	30	11
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	23	43	26	7
Black or African American	20	66	29	5	#
Hispanic	4	38	44	15	4
Asian	3	11	18	39	32
American Indian or Alaska Native	1	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	#	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	11	77	19	3	#
Not SD	89	27	41	24	7
Student is an English Language Learner					
ELL	3	54	33	11	2
Not ELL	97	32	39	22	7

# 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.

**NAEP Grade 12 Math**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	34	41	23	2
Male	51	32	41	26	1
Female	49	35	42	22	1
National Lunch Program Eligibility					
Eligible	35	54	37	9	0
Not Eligible	64	22	44	32	2
Info not available	0	0	0	0	0
Race/Ethnicity					
White	76	26	42	30	2
Black or African American	14	68	27	5	0
Hispanic	5	58	33	9	0
Asian	3	26	32	35	7
Other	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races	1	0	0	0	0
Student classified as having a disability					
SD	9	78	19	3	0
Not SD	91	30	43	25	2
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	33	41	24	2

# 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 of Educational Progress (NAEP) 2015 Mathematics Achievement.



**NAEP Grade 4 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	37	63	29	5
Male	50	39	61	26	5
Female	50	34	66	31	6
National Lunch Program Eligibility	48	50	50	16	1
Eligible	52	24	76	40	8
Not Eligible	#	‡	‡	‡	‡
Info not available					
Race/Ethnicity					
White	72	32	68	32	6
Black or African American	14	66	34	9	1
Hispanic	6	49	51	17	1
Asian	4	16	84	49	15
Other	1	‡	‡	‡	‡
American Indian or Alaska Native	#	‡	‡	‡	‡
Native Hawaiian or Other Pacific Islander	3	30	70	37	8
Two or More Races					
Student classified as having a disability	12	76	24	7	#
SD	88	32	68	31	6
Not SD					
Student is an English Language Learner	4	52	48	16	2
ELL	96	36	64	29	5
Not ELL					

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

**NAEP Grade 8 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	24	44	29	3
Male	51	29	45	25	2
Female	49	20	42	34	4
National Lunch Program Eligibility					
Eligible	45	37	45	17	1
Not Eligible	55	14	43	39	4
Info not available	#	‡	‡	‡	‡
Race/Ethnicity					
White	69	18	44	34	3
Black or African American	20	47	44	9	35
Hispanic	4	27	41	29	3
Asian/Native Hawaiian or Pacific Islander	3	13	35	41	10
American Indian or Alaska Native	1	‡	‡	‡	‡
Two or More Races	2	‡	‡	‡	‡
Student classified as having a disability					
SD	10	64	30	5	#
Not SD	90	20	45	32	3
Student is an English Language Learner					
ELL	3	57	37	6	#
Not ELL	97	23	44	30	3

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.

**NAEP Grade 12 Reading**

	Percent of Students	Percent below Basic	Percent Basic	Percent Proficient	Percent Advanced
All Students	100	26	5	27	5
Male	50	31	37	28	4
Female	50	20	37	37	6
National Lunch Program Eligibility					
Eligible	35	37	39	22	2
Not Eligible	64	19	36	38	7
Info not available	1	0	0	0	0
Race/Ethnicity					
White	76	20	38	36	6
Black or African American	14	52	36	12	0
Hispanic	5	34	44	21	1
Asian	3	21	26	41	12
Other Pacific Islander	1	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	0	0	0	0	0
Two or More Races					
Student classified as having a disability					
SD	7	66	25	8	1
Not SD	93	23	38	34	5
Student is an English Language Learner					
ELL	2	0	0	0	0
Not ELL	98	25	37	33	5

# Rounds to zero

‡ 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 of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2015 Reading Assessment.



**NAEP Participation Data**

Grade	Subject	Participation Rate for Students with Disabilities	Standard Error	Participation Rate for Limited English Proficient Students	Standard Error
4	Math	87	1.9	95	2.0
	Reading	73	3.7	90	2.5
8	Math	84	3.6	84	5.2
	Reading	76	3.3	83	4.0