

Forsythe Middle School

2008-2009 ANNUAL REPORT

2009-2010 Board of Education • Deb Mexicotte, President • Irene Patalan, Vice President
Susan Baskett, Randy Friedman, Helen Gates-Bryant, Adam Hollier, Glenn Nelson

Mission Statement

Adopted January 2005

The mission at Forsythe Middle School is to prepare every one of our students for a successful transition to high school. We accomplish this through a dynamic partnership of students, staff, families, and extended community that reflects the diversity of our school. Students will receive support, guidance, instruction and the opportunity to explore and develop their unique talents and interests. With clear expectations and mutual respect, Forsythe students will become responsible, respectful global citizens.

2008-2009 Student Achievement Goals

The school student achievement goals are now based on district-wide achievement goals with the focus of academic success for all students. These goals reflect the district's commitment to facilitate systemic academic improvement at each school throughout this district.

GOALS

- To improve academic achievement for all students
- To improve special education services for students with special needs
- To improve facilities
- To improve marketing of programs and services
- To improve the integration of technology to benefit student learning and achievement
- To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members
- To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

Issues, Decisions, and Accomplishments

- To improve academic achievement for all students (Goal)
- To reduce the achievement gap (Goal)
- Forsythe's (Gr. 7) MEAP ELA scores improved from 87.5% to 90.2%
- Forsythe's African American sub group (Gr. 8) MEAP ELA scores improved from 71.4% to 78.2%
- Forsythe's (Gr. 7) MEAP Reading scores improved from 87.5% to 90.2%%
- Forsythe's African American sub group (Gr. 6) MEAP Reading scores improved from 68.8% to 72.7%
- Forsythe's MEAP writing scores increased in all three grades. In Grade 6 from 83.0 to 87.5, Grade 7 increased from 87.0% to 89.3% and Grade 8 increased from 84.0% to 87.1%
- Forsythe's African American sub group (Gr. 8) MEAP Writing scores improved from 66.7% to 78.3%
- Forsythe's (Gr. 6) Math MEAP scores increased from 87.3% to 90.5%
- Forsythe's (Gr. 7) Math MEAP scores increased from 86.0% to 90.8%
- Forsythe's African American sub group (Gr. 6) MEAP Math scores improved from 62.6% to 73.9%
- Forsythe's African American sub group (Gr. 7) MEAP Math scores improved from 63.3% to 68.2%
- Forsythe's (Gr. 8) MEAP Science scores increased from 89.2% to 90.9%
- Forsythe's African American sub group (Gr. 8) MEAP Science scores improved from 71.5% to 75.0%
- Staff continues the Balanced Literacy initiative with reading and writing in all classrooms and disciplines with word walls in all classrooms
- Continued use of sustained reading in Advisory class each week
- Continued use of teacher/counselor developed Individual Action Plans for students who are not academically successful (at interim and end of marking periods)
- READ 180 classes implemented providing reading support for struggling readers in 6th, 7th and 8th grades as identified thru SRI scores, teacher recommendations and MEAP Reading scores
- Strategies Class continued to be offered in 6th, 7th & 8th grade, providing additional support in reading, academic areas and organizational strategies

- Math support classes provided in grades 6,7 and 8
- 8th grade trip supported the curriculum
- All students took pre and post SRI tests in Fall and Spring to determine reading levels
- Student led conferences facilitated in the Fall and Parent/Teacher Conferences late fall and spring
- 6th grade counselor facilitated a Career Awareness Day (Parents shared career experiences)
- Partnership established between Menlo Innovations Software and Forsythe Middle School
- Some seventh and eighth graders participated in a hands on field experience at Menlo Innovations
- 6th grade field trip to the Planetarium and water treatment facility
- Staff continued to focus on analyzing achievement data to improve achievement and close our achievement gap (both state assessments and student grades)
- Continued to analyze, focus on and meet “Adequate Yearly Progress” (AYP) standards
- Continue to focus on improving special education services for students with special needs
- Utilized the Inclusion/least restrictive Special Education model
- Provided alternative standardized tests & tools for students with special needs
- Continued the use of My Access Writing Program in grades 6, 7, and 8
- Continued Healthy School initiative- grade 6- maintained Healthy Choice curriculum via assemblies and classroom presentations
- Wellness/fitness walks continue to be conducted during advisories in grades 6, 7 and 8
- Continued relationship with PEACE Neighborhood
- Student Planning Center Coordinator conducted meetings with at- risk students and mediations with students in conflict.
- Sustained significant reduction in student suspension rate
- World Language field trips in grades 7 and 8
- MSBOA festival-received first division rating for 8th grade concert band

To improve facilities

- Building security maintained via the locking of exterior doors during class time and visitors required to sign in and obtain a visitor's pass to maintain a secure environment
- All required lock down, intruder drills and fire drills practiced during the school year
- Bond project construction completed

To improve the integration of technology to benefit student learning and achievement

- Sound field System units continue to be available in every classroom
- Laptop computers continue to be actively used throughout the building
- LCD Projectors available in every classroom
- Airports utilized in centrally located spots allowing for a totally wireless environment
- School website enhanced with more up to date and informative information

To create a climate of equity and acceptance that respects, values and responds to the diversity of all its members

- Multi Cultural Initiatives: Martin Luther King/Black History Assembly and NAAPID
- BSU focused on the goals and needs of African-American students
- Students/parents participated in Student-Led Conferences in the Fall
- Parent /teacher conferences conducted in Fall and spring
- School continued to focus on Respect and Character education - monthly characteristic focus
- Student of the Month Awards continued in grades 6, 7 and 8
- Monthly Character Awards presented to nominated Advisory students
- Principal's Honor Roll Pizza luncheon each quarter recognizing selected students on the honor roll
- Peer mentoring program continued
- Building Equity team continued to attend district workshops and training sessions and met regularly throughout the year
- Courageous conversations conducted on an ongoing basis with faculty as staff meetings (facilitated by Equity team members)
- CARE Team established (participating teachers attended district workshops and examined their delivery of instruction as well as their fellow CARE Team members' instruction for culturally relevant instruction)

To develop a guiding framework for transitioning the district to a systemic approach for Professional Development

- All staff members were provided with the District's School Improvement Plan
- ELA teachers attended Safe Talk workshop
- ELA teachers participated in My Access workshops
- All staff development continues to be aligned to the goal of improving student achievement for all students
- Selected staff members (special education teachers and general education teachers) explored the co-teaching delivery model and attended relevant workshops
- All staff members participated in building level Equity workshops

Promoting the school

- 5th grade music orientation session held at Forsythe Middle School for 5th grade students
- 5th grade student visit/orientation to Forsythe conducted in the late Spring (May)
- Provided 5th grade parent orientation in the Spring at Forsythe Middle School (April)
- Enhanced parent communication initiatives through improved and updated school website, PTSO newsletter and Principal's mailings
- Annual Science Fair with participation of judges from the community and Science Fair Open House

Major Issues Identified for Next Year's Team

- Transition of the new Assistant Principal at Forsythe
- Continued focus on Student Achievement, Cultural Competency, School Climate, Communication, and Customer Service
- Continued improvement of school's MEAP writing scores
- Continued monitoring of African-American Student Achievement and all other at-risk students in closing the "gap"
- Continued school wide focus on increased tolerance and understanding of diversity, which supports the school's respect goal.
- Continued cost containment strategies at the building level to assist in the reduction of the district's budget
- Continuing the Homework Club for all students.
- Continuing enhanced after school activities for students
- Continued implementation of the Middle School Literacy Initiative that is aligned with our reading goal
- Continue to celebrate student success such as Students of the Month, Character Awards, and Honor Roll etc.
- Continued Computer Technology integration and use of Power School
- Maintaining Student Planning Center Program, focusing on student reflection and pro social behavior
- Reduction of student discipline referrals
- Sustain significantly reduced suspension rate
- Continued support of special needs/special education students in general education classes.
- Continued focus on student equity
- Implementation of the co-teaching model in Math and ELA
- Staffs' continued focus on data driven decision making with an emphasis on student achievement for all students

2008-2009 SIT Team Members: Dr. Janet Schwamb, Mr. Che' Carter, Mrs. Pat Carson , Mr. Matthew Mohr, Mr. Tom O'Mara, Mrs. Sara Guetzkow, Mrs. Maureen Kassof

Staff Development Activities:

- Equity workshop for Principal, Assistant Principal and Equity Team members
- Safe Talk Training (suicide prevention) for all staff members
- Curriculum Alignment & Grade Level Content Expectations (GLCE) meetings continued on all grade levels in all content areas
- My Access training continued for ELA teachers
- District Department Meetings
- Highly Qualified Teacher Requirements
- Staff analyzed MEAP data by department, item analysis, curriculum alignment
- Staff analyzed achievement data and identified specific classroom strategies for success and developed departmental action plans

Forsythe Middle School

2008-2009

Core Curriculum Status: Core curriculum is a standard curriculum covering each subject area and all grade levels in the district. See the district annual report or call 994-2315 for information on the district core curriculum. All students are ensured enrollment in all courses or subject areas in the academic core curriculum.

Highly Qualified Teachers: The federal No Child Left Behind law requires public school elementary and secondary teachers to meet their state's definition of highly qualified teacher for each core academic subject they teach. These qualifications include a bachelor's degree, full state certification as defined by the state, and demonstrated competency, as defined by the state, in each core academic subject area they teach. Currently 100% of Forsythe teachers meet this requirement. **

**5 of 180 total district Student Intervention and Support Service staff are completing the requirements to meet Highly Qualified status as approved by the Michigan Department of Education.

Parent Participation: Parents regularly volunteer to support our PTSO, BPSG, SIT, Grade Level Field Trips, Science Fair, Fun Nights, Conferences, Curriculum Night, 8th grade promotion, Homework Club, BSU program, Transition Activities, Teacher Appreciation events, Fall Registration, Career Day, NAAPID events and school assemblies. Their contributions and support are crucial factors in our students' success.

District Cohort Graduation and Drop Out Data: The Federal NCLB legislation has mandated that Michigan, along with all other states, change the way graduation rates are calculated. Students must be tracked over the entire high school career to determine graduation and dropout rates. The graduation class of 2008 used data available over 5 years (Fall 2004-Fall 2008) to accommodate this requirement. Students enrolled in 9th grade in Fall 2004 anywhere in the state are included at the last school they attended. Students who move into the district/school in the 2008 graduating class are also included. Students who move out of a school, but within the state, must be enrolled by another school before being dropped from our district data. The 2008 graduation rate was 87.7%.

Specialized Schools: In addition to the regular K-12 and adult education programs, the Ann Arbor Public Schools provide educational alternatives and meet the special education needs of students. See the district annual report or call 994-2236 for additional information.

Student Attendance: A school's attendance rate is calculated as the total number of possible days of attendance for all students in the school, divided by the total number of possible days of attendance for all students. Forsythe's attendance rate for 2008/09, as calculated by the state, was 95.2%.

2008-2009 ENROLLMENT

Ethnic Group	Native American	Caucasian	Latino/ Hispanic	African American	Asian/Pac. Islander	Middle Eastern	Multi-Ethnic	Other	Male	Female
Number	3	430	18	71	55	5	48	13	314	329
Percentage	0.5	66.9	2.8	11.0	8.6	0.8	7.5	2.0	48.8	51.2
Total Enrollment	643									

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, socio-economic status, height, weight, marital or familial status, or disability.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

ENGLISH LANGUAGE ARTS (ELA)

		Grade: 6								Grade: 7								Grade: 8							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	217	0.0	0.5	8.0	62.3	29.2	91.5	90.8	215	0.0	2.9	9.6	56.7	30.8	87.5	87.4	198	0.0	4.6	6.2	48.5	40.7	89.2	88.9
	08/09	201	0.0	0.5	9.5	43.0	47.0	90.0	90.0	230	0.4	2.2	7.6	59.4	30.8	90.2	90.4	212	0.5	4.3	8.1	52.6	34.9	87.5	87.7
Female	07/08	108	0.0	0.0	11.4	57.1	31.4	88.5	88.0	113	0.0	0.0	10.8	53.2	36.0	89.2	89.4	102	0.0	2.0	3.0	48.5	46.5	95.0	95.1
	08/09	103	0.0	0.0	8.8	51.0	40.2	91.2	91.3	117	0.9	2.6	5.3	61.4	30.7	92.1	92.2	111	0.0	1.8	9.9	51.4	36.9	88.3	88.3
Male	07/08	109	0.0	0.9	4.7	67.3	27.1	94.4	93.6	102	0.0	6.2	8.2	60.8	24.7	85.5	85.3	96	0.0	7.5	9.7	48.4	34.4	82.8	82.3
	08/09	98	0.0	1.0	10.2	34.7	54.1	88.8	88.8	113	0.0	1.8	10.0	57.3	30.9	88.2	88.5	101	1.0	7.1	6.1	54.1	32.7	86.8	87.0
African American	07/08	17	0.0	0.0	25.0	62.5	12.5	75.0	70.6	31	0.0	10.0	26.7	46.7	16.7	63.4	64.5	22	0.0	14.3	14.3	57.1	14.3	71.4	72.7
	08/09	23	0.0	4.5	22.7	54.5	18.2	72.7	73.9	24	4.2	9.5	33.3	47.6	9.5	57.1	60.9	24	0.0	8.7	13.0	65.2	13.0	78.2	79.2
Asian	07/08	18	0.0	0.0	5.6	44.4	50.0	94.4	94.4	21	0.0	0.0	0.0	28.6	71.4	100.0	100.0	16	0.0	0.0	12.5	56.3	31.3	87.6	87.5
	08/09	13	0.0	0.0	0.0	46.2	53.8	100.0	100.0	20	0.0	5.0	5.0	35.0	55.0	90.0	90.0	22	0.0	0.0	0.0	22.7	77.3	100.0	100.0
Caucasian	07/08	153	0.0	0.0	6.0	63.8	30.2	94.0	93.5	134	0.0	1.5	6.9	64.9	26.7	91.6	91.8	127	0.0	3.2	4.0	45.2	47.6	92.8	92.1
	08/09	140	0.0	0.0	6.4	42.1	51.4	93.5	93.6	155	0.0	1.3	3.3	62.7	32.7	95.4	95.5	136	0.7	3.0	7.4	59.3	30.4	89.7	89.6
Hispanic	07/08	8	0.0	12.5	12.5	37.5	37.5	75.0	75.0	5	0.0	20.0	20.0	60.0	0.0	60.0	60.0	9	0.0	22.2	11.1	33.3	33.3	66.6	66.7
	08/09	4	0.0	0.0	25.0	50.0	25.0	75.0	75.0	8	0.0	0.0	0.0	71.4	28.6	100.0	100.0	5	0.0	0.0	60.0	40.0	0.0	40.0	40.0
Multi-ethnic	07/08	11	0.0	0.0	0.0	81.8	18.2	100.0	100.0	17	0.0	0.0	7.1	42.9	50.0	92.9	88.2	14	0.0	0.0	0.0	57.1	42.9	100.0	100.0
	08/09	17	0.0	0.0	17.6	35.3	47.1	82.4	82.4	13	0.0	0.0	0.0	76.9	23.1	100.0	100.0	18	0.0	17.6	0.0	23.5	58.8	82.3	83.3
Other	07/08	8	0.0	0.0	12.5	75.0	12.5	87.5	87.5	7	0.0	0.0	14.3	57.1	28.6	85.7	85.7	8	0.0	0.0	12.5	62.5	25.0	87.5	87.5
	08/09	8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	8	0.0	0.0	25.0	62.5	12.5	75.0	75.0	7	0.0	0.0	14.3	57.1	28.6	85.7	85.7
Econ. Disadvantaged	07/08	30	0.0	0.0	17.2	79.3	3.4	82.7	80.0	51	0.0	10.6	29.8	53.2	6.4	59.6	62.7	26	0.0	20.0	16.0	60.0	4.0	64.0	65.4
	08/09	30	0.0	3.4	31.0	58.6	6.9	65.5	66.7	29	3.4	3.8	26.9	65.4	3.8	69.2	71.4	34	0.0	12.1	27.3	51.5	9.1	60.6	61.8
Special Education	07/08	36	0.0	3.2	32.3	51.6	12.9	64.5	63.9	33	0.0	11.5	42.3	46.2	0.0	46.2	54.5	32	0.0	32.1	21.4	42.9	3.6	46.5	50.0
	08/09	23	0.0	4.5	54.5	31.8	9.1	40.9	43.5	38	2.6	12.1	30.3	48.5	9.1	57.6	62.2	32	0.0	23.3	23.3	53.3	0.0	53.3	56.3

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

READING

		Grade: 6								Grade: 7								Grade: 8							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	217	0.0	1.9	6.1	37.3	54.7	92.0		215	0.0	4.8	7.7	38.0	49.5	87.5		198	0.0	4.1	6.7	40.2	49.0	89.2	
	08/09	201	0.0	1.5	8.0	26.0	64.5	90.5		230	0.0	3.1	6.7	36.0	54.2	90.2		212	0.0	4.8	8.1	36.2	51.0	87.2	
Female	07/08	108	0.0	1.9	9.5	36.2	52.4	88.6		113	0.0	2.7	7.2	41.4	48.6	90.0		102	0.0	2.0	4.0	42.6	51.5	94.1	
	08/09	103	0.0	0.0	8.8	35.3	55.9	91.2		117	0.0	4.3	5.2	37.4	53.0	90.4		111	0.0	1.8	10.8	33.3	54.1	87.4	
Male	07/08	109	0.0	1.9	2.8	38.3	57.0	95.3		102	0.0	7.2	8.2	34.0	50.5	84.5		96	0.0	6.5	9.7	37.6	46.2	83.8	
	08/09	98	0.0	3.1	7.1	16.3	73.5	89.8		113	0.0	1.8	8.2	34.5	55.5	90.0		101	0.0	8.1	5.1	39.4	47.5	86.9	
African American	07/08	17	0.0	6.3	25.0	56.3	12.5	68.8		31	0.0	13.3	23.3	40.0	23.3	63.3		22	0.0	14.3	9.5	61.9	14.3	76.2	
	08/09	23	0.0	9.1	18.2	50.0	22.7	72.7		24	0.0	13.6	31.8	36.4	18.2	54.6		24	0.0	8.7	17.4	47.8	26.1	73.9	
Asian	07/08	18	0.0	5.6	0.0	27.8	66.7	94.5		21	0.0	0.0	0.0	9.5	90.5	100.0		16	0.0	0.0	12.5	43.8	43.8	87.6	
	08/09	13	0.0	0.0	0.0	15.4	84.6	100.0		20	0.0	5.0	5.0	10.0	80.0	90.0		22	0.0	0.0	0.0	9.1	90.9	100.0	
Caucasian	07/08	153	0.0	0.7	4.7	33.6	61.1	94.7		134	0.0	3.1	5.3	45.0	46.6	91.6		127	0.0	2.4	4.8	37.1	55.6	92.7	
	08/09	140	0.0	0.0	5.7	22.9	71.4	94.3		155	0.0	1.3	3.3	37.9	57.5	95.4		136	0.0	3.7	6.6	41.2	48.5	89.7	
Hispanic	07/08	8	0.0	12.5	0.0	37.5	50.0	87.5		5	0.0	40.0	0.0	40.0	20.0	60.0		9	0.0	22.2	11.1	22.2	44.4	66.6	
	08/09	4	0.0	0.0	25.0	50.0	25.0	75.0		8	0.0	0.0	0.0	57.1	42.9	100.0		5	0.0	0.0	60.0	20.0	20.0	40.0	
Multi-ethnic	07/08	11	0.0	0.0	0.0	54.5	45.5	100.0		17	0.0	0.0	7.1	14.3	78.6	92.9		14	0.0	0.0	7.1	42.9	50.0	92.9	
	08/09	17	0.0	0.0	17.6	29.4	52.9	82.3		13	0.0	0.0	0.0	38.5	61.5	100.0		18	0.0	17.6	0.0	17.6	64.7	82.3	
Other	07/08	8	0.0	0.0	12.5	62.5	25.0	87.5		7	0.0	0.0	14.3	28.6	57.1	85.7		8	0.0	0.0	12.5	37.5	50.0	87.5	
	08/09	8	0.0	0.0	12.5	62.5	25.0	87.5		8	0.0	0.0	12.5	50.0	37.5	87.5		7	0.0	0.0	14.3	42.9	42.9	85.8	
Econ. Disadvantaged	07/08	30	0.0	3.4	13.8	65.5	17.2	82.7		51	0.0	17.0	21.3	44.7	17.0	61.7		26	0.0	16.0	12.0	64.0	8.0	72.0	
	08/09	30	0.0	6.9	24.1	48.3	20.7	69.0		29	0.0	11.1	18.5	44.4	25.9	70.3		34	0.0	12.1	30.3	39.4	18.2	57.6	
Special Education	07/08	36	0.0	9.7	25.8	38.7	25.8	64.5		33	0.0	15.4	34.6	34.6	15.4	50.0		32	0.0	28.6	28.6	35.7	7.1	42.8	
	08/09	23	0.0	13.6	45.5	27.3	13.6	40.9		38	0.0	14.7	23.5	47.1	14.7	61.8		32	0.0	26.7	16.7	53.3	3.3	56.6	

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

WRITING

		Grade: 6								Grade: 7								Grade: 8							
		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	217	0.0	1.9	15.1	78.3	4.7	83.0		215	0.0	1.9	11.1	85.6	1.4	87.0		198	0.0	7.7	8.2	72.7	11.3	84.0	
	08/09	201	0.0	1.5	11.0	87.0	0.5	87.5		230	0.4	2.7	8.0	89.3	0.0	89.3		212	0.5	3.3	9.6	85.2	1.9	87.1	
Female	07/08	108	0.0	1.0	16.2	77.1	5.7	82.8		113	0.0	0.0	6.3	91.0	2.7	93.7		102	0.0	3.0	5.9	77.2	13.9	91.1	
	08/09	103	0.0	0.0	13.7	85.3	1.0	86.3		117	0.9	1.8	7.0	91.2	0.0	91.2		111	0.0	1.8	9.9	84.7	3.6	88.3	
Male	07/08	109	0.0	2.8	14.0	79.4	3.7	83.1		102	0.0	4.1	16.5	79.4	0.0	79.4		96	0.0	12.9	10.8	67.7	8.6	76.3	
	08/09	98	0.0	3.1	8.2	88.8	0.0	88.8		113	0.0	3.6	9.1	87.3	0.0	87.3		101	1.0	5.1	9.2	85.7	0.0	85.7	
African American	07/08	17	0.0	6.3	25.0	68.8	0.0	68.8		31	0.0	3.3	30.0	66.7	0.0	66.7		22	0.0	19.0	14.3	66.7	0.0	66.7	
	08/09	23	0.0	9.1	27.3	63.6	0.0	63.6		24	4.2	4.8	28.6	66.7	0.0	66.7		24	0.0	4.3	17.4	78.3	0.0	78.3	
Asian	07/08	18	0.0	0.0	0.0	77.8	22.2	100.0		21	0.0	0.0	0.0	90.5	9.5	100.0		16	0.0	0.0	12.5	75.0	12.5	87.5	
	08/09	13	0.0	0.0	0.0	100.0	0.0	100.0		20	0.0	5.0	5.0	90.0	0.0	90.0		22	0.0	0.0	0.0	100.0	0.0	100.0	
Caucasian	07/08	153	0.0	1.3	15.4	79.9	3.4	83.3		134	0.0	1.5	9.2	88.5	0.8	89.3		127	0.0	6.5	4.8	75.8	12.9	88.7	
	08/09	140	0.0	0.7	7.1	91.4	0.7	92.1		155	0.0	2.0	4.6	93.5	0.0	93.5		136	0.7	2.2	8.1	86.7	3.0	89.7	
Hispanic	07/08	8	0.0	12.5	25.0	62.5	0.0	62.5		5	0.0	0.0	40.0	60.0	0.0	60.0		9	0.0	33.3	0.0	44.4	22.2	66.6	
	08/09	4	0.0	0.0	50.0	50.0	0.0	50.0		8	0.0	0.0	14.3	85.7	0.0	85.7		5	0.0	0.0	60.0	40.0	0.0	40.0	
Multi-ethnic	07/08	11	0.0	0.0	0.0	90.9	9.1	100.0		17	0.0	7.1	0.0	92.9	0.0	92.9		14	0.0	0.0	21.4	64.3	14.3	78.6	
	08/09	17	0.0	0.0	17.6	82.4	0.0	82.4		13	0.0	0.0	7.7	92.3	0.0	92.3		18	0.0	11.8	5.9	82.4	0.0	82.4	
Other	07/08	8	0.0	0.0	12.5	87.5	0.0	87.5		7	0.0	0.0	0.0	100.0	0.0	100.0		8	0.0	0.0	25.0	75.0	0.0	75.0	
	08/09	8	0.0	0.0	12.5	87.5	0.0	87.5		8	0.0	12.5	12.5	75.0	0.0	75.0		7	0.0	14.3	14.3	71.4	0.0	71.4	
Econ. Disadvantaged	07/08	30	0.0	3.4	31.0	65.5	0.0	65.5		51	0.0	6.4	34.0	59.6	0.0	59.6		26	0.0	24.0	20.0	56.0	0.0	56.0	
	08/09	30	0.0	6.9	34.5	58.6	0.0	58.6		29	3.4	0.0	26.9	73.1	0.0	73.1		34	0.0	12.1	30.3	57.6	0.0	57.6	
Special Education	07/08	36	0.0	6.5	41.9	48.4	3.2	51.6		33	0.0	11.5	46.2	42.3	0.0	42.3		32	0.0	39.3	35.7	21.4	3.6	25.0	
	08/09	23	0.0	4.5	54.5	40.9	0.0	40.9		38	2.6	9.1	27.3	63.6	0.0	63.6		32	0.0	20.0	23.3	56.7	0.0	56.7	

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

MATHEMATICS

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	217	0.0	2.8	9.9	18.3	69.0	87.3	87.6	215	0.9	2.9	11.1	26.6	59.4	86.0	85.4	198	0.0	5.7	8.2	18.0	68.0	86.0	85.4
	08/09	201	0.5	1.5	8.0	15.0	75.5	90.5	90.5	230	0.4	1.8	7.5	20.3	70.5	90.8	90.4	212	0.0	3.3	13.4	18.2	65.1	83.3	83.5
Female	07/08	108	0.0	4.8	12.4	14.3	68.6	82.9	83.3	113	0.9	0.9	11.8	30.0	57.3	87.3	85.7	102	0.0	5.0	10.9	19.8	64.4	84.2	84.3
	08/09	103	0.0	1.9	9.7	20.4	68.0	88.4	88.3	117	0.9	1.7	7.0	21.7	69.6	91.3	91.4	111	0.0	2.7	11.8	20.9	64.5	85.4	85.6
Male	07/08	109	0.0	0.9	7.4	22.2	69.4	91.6	91.7	102	1.0	5.2	10.3	22.7	61.9	84.6	85.1	96	0.0	6.5	5.4	16.1	72.0	88.1	86.5
	08/09	98	1.0	1.0	6.2	9.3	83.5	92.8	92.8	113	0.0	1.8	8.0	18.8	71.4	90.2	89.4	101	0.0	4.0	15.2	15.2	65.7	80.9	81.2
African American	07/08	17	0.0	6.3	31.3	31.3	31.3	62.6	64.7	31	0.0	13.3	23.3	23.3	40.0	63.3	64.5	22	0.0	14.3	19.0	38.1	28.6	66.7	68.2
	08/09	23	0.0	8.7	17.4	34.8	39.1	73.9	73.9	24	4.2	4.5	27.3	36.4	31.8	68.2	65.2	24	0.0	0.0	33.3	29.2	37.5	66.7	66.7
Asian	07/08	18	0.0	5.6	0.0	5.6	88.9	94.5	94.4	21	0.0	0.0	0.0	0.0	100.0	100.0	100.0	16	0.0	6.3	6.3	18.8	68.8	87.6	87.5
	08/09	13	0.0	0.0	0.0	7.7	92.3	100.0	100.0	20	0.0	5.0	0.0	0.0	95.0	95.0	95.0	22	0.0	0.0	0.0	0.0	100.0	100.0	100.0
Caucasian	07/08	153	0.0	2.7	7.3	16.7	73.3	90.0	90.2	134	1.5	0.8	8.5	31.8	58.9	90.7	90.9	127	0.0	3.2	6.5	14.5	75.8	90.3	89.0
	08/09	140	0.7	0.0	5.0	12.2	82.7	94.9	95.0	155	0.0	0.6	6.5	14.3	78.6	92.9	92.9	136	0.0	3.7	11.9	19.3	65.2	84.5	84.6
Hispanic	07/08	8	0.0	0.0	25.0	12.5	62.5	75.0	75.0	5	0.0	20.0	40.0	20.0	20.0	40.0	40.0	9	0.0	11.1	11.1	22.2	55.6	77.8	77.8
	08/09	4	0.0	0.0	50.0	25.0	25.0	50.0	50.0	8	0.0	12.5	0.0	37.5	50.0	87.5	87.5	5	0.0	20.0	40.0	20.0	20.0	40.0	40.0
Multi-ethnic	07/08	11	0.0	0.0	0.0	45.5	54.5	100.0	100.0	17	0.0	0.0	13.3	13.3	73.3	86.6	76.5	14	0.0	7.1	7.1	21.4	64.3	85.7	85.7
	08/09	17	0.0	5.9	11.8	17.6	64.7	82.3	82.4	13	0.0	0.0	0.0	53.8	46.2	100.0	100.0	18	0.0	6.3	6.3	6.3	81.3	87.6	88.9
Other	07/08	8	0.0	0.0	25.0	12.5	62.5	75.0	75.0	7	0.0	0.0	14.3	57.1	28.6	85.7	85.7	8	0.0	12.5	0.0	12.5	75.0	87.5	87.5
	08/09	8	0.0	0.0	25.0	12.5	62.5	75.0	75.0	8	0.0	0.0	12.5	50.0	37.5	87.5	87.5	7	0.0	0.0	14.3	42.9	42.9	85.8	85.7
Econ. Disadvantaged	07/08	30	0.0	3.4	27.6	34.5	34.5	69.0	70.0	51	2.0	12.8	31.9	38.3	17.0	55.3	58.0	26	0.0	20.0	28.0	40.0	12.0	52.0	53.8
	08/09	30	3.3	3.4	24.1	44.8	27.6	72.4	72.4	29	3.4	0.0	18.5	40.7	40.7	81.4	78.6	34	0.0	9.1	39.4	33.3	18.2	51.5	52.9
Special Education	07/08	36	0.0	15.6	37.5	15.6	31.3	46.9	52.8	33	3.0	19.2	34.6	38.5	7.7	46.2	50.0	32	0.0	32.1	25.0	28.6	14.3	42.9	43.8
	08/09	23	0.0	4.3	43.5	34.8	17.4	52.2	52.2	38	2.6	8.3	27.8	27.8	36.1	63.9	64.9	32	0.0	13.8	55.2	17.2	13.8	31.0	37.5

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

SCIENCE

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08									198	0.5	2.1	8.8	22.7	66.5	89.2		212	0.5	0.5	8.6	37.8	53.1	90.9	
	08/09																								
Female	07/08									102	0.0	1.0	7.9	27.7	63.4	91.1		111	0.0	0.9	10.0	40.0	49.1	89.1	
	08/09																								
Male	07/08									96	1.0	3.2	9.7	17.2	69.9	87.1		101	1.0	0.0	7.1	35.4	57.6	93.0	
	08/09																								
African American	07/08									22	0.0	4.8	23.8	42.9	28.6	71.5		24	0.0	0.0	25.0	54.2	20.8	75.0	
	08/09																								
Asian	07/08									16	0.0	0.0	6.3	37.5	56.3	93.8		22	0.0	0.0	0.0	9.1	90.9	100.0	
	08/09																								
Caucasian	07/08									127	0.8	1.6	4.0	18.5	75.8	94.3		136	0.7	0.0	3.7	43.0	53.3	96.3	
	08/09																								
Hispanic	07/08									9	0.0	11.1	22.2	22.2	44.4	66.6		5	0.0	0.0	60.0	40.0	0.0	40.0	
	08/09																								
Multi-ethnic	07/08									14	0.0	0.0	14.3	21.4	64.3	85.7		18	0.0	0.0	12.5	18.8	68.8	87.6	
	08/09																								
Other	07/08									8	0.0	0.0	25.0	12.5	62.5	75.0		7	0.0	14.3	28.6	14.3	42.9	57.2	
	08/09																								
Econ. Disadvantaged	07/08									26	0.0	4.0	32.0	40.0	24.0	64.0		34	2.9	3.1	40.6	40.6	15.6	56.2	
	08/09																								
Special Education	07/08									32	3.1	14.3	39.3	25.0	21.4	46.4		32	3.1	3.4	37.9	37.9	20.7	58.6	
	08/09																								

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

ANN ARBOR PUBLIC SCHOOLS 2008/2009 MEAP LEVELS

FORSYTHE
Middle School

Grade: 6

Grade: 7

Grade: 8

SOCIAL STUDIES

		Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access	Number Enrolled	% Not Tested	Not Proficient	Partially Proficient	Proficient	Advanced	Proficient/Advanced	Proficient MEAP + MI-Access
School Total	07/08	217	0.0	6.1	4.7	20.3	68.9	89.2																	
	08/09	201	0.0	5.5	7.5	16.0	71.0	87.0																	
Female	07/08	108	0.0	7.6	6.7	21.9	63.8	85.7																	
	08/09	103	0.0	6.9	9.8	22.5	60.8	83.3																	
Male	07/08	109	0.0	4.7	2.8	18.7	73.8	92.5																	
	08/09	98	0.0	4.1	5.1	9.2	81.6	90.8																	
African American	07/08	17	0.0	18.8	18.8	25.0	37.5	62.5																	
	08/09	23	0.0	9.1	27.3	27.3	36.4	63.7																	
Asian	07/08	18	0.0	5.6	0.0	5.6	88.9	94.5																	
	08/09	13	0.0	0.0	0.0	15.4	84.6	100.0																	
Caucasian	07/08	153	0.0	4.0	4.0	18.1	73.8	91.9																	
	08/09	140	0.0	2.9	5.0	15.0	77.1	92.1																	
Hispanic	07/08	8	0.0	12.5	12.5	37.5	37.5	75.0																	
	08/09	4	0.0	50.0	0.0	25.0	25.0	50.0																	
Multi-ethnic	07/08	11	0.0	0.0	0.0	18.2	81.8	100.0																	
	08/09	17	0.0	17.6	5.9	11.8	64.7	76.5																	
Other	07/08	8	0.0	12.5	0.0	62.5	25.0	87.5																	
Econ. Disadvantaged	07/08	30	0.0	17.2	10.3	34.5	37.9	72.4																	
	08/09	30	0.0	20.7	13.8	34.5	31.0	65.5																	
Special Education	07/08	36	0.0	32.3	19.4	22.6	25.8	48.4																	
	08/09	23	0.0	22.7	31.8	27.3	18.2	45.5																	

Subgroups with less than four students are not included in these figures.

ADEQUATE YEARLY PROGRESS (AYP) EXPLANATION

The Proficient/Advanced ELA and Math figures above can provide an estimate of a school's Adequate Yearly Progress (AYP) status. However, the actual calculation of AYP is based only on those students who attended the school the previous year, for the entire year. That calculation combines all of the tested grades from the school; separate calculations for subgroups are carried out only if there are 30 or more students in the subgroup.

State proficiency targets for 2008/2009: ELA 54%; Mathematics 54%

The MEAP + MI-Access column is based on the students who met standards on either the MEAP or the alternate MI-Access Assessment.

Subject Area	Grade 6	Grade 7	Grade 8
Eng Lang Arts			
FORSYTHE	90	90	88
DISTRICT	90	92	91
STATE	80	80	77
Reading			
FORSYTHE	91	90	87
DISTRICT	91	91	90
STATE	81	80	76
Writing			
FORSYTHE	88	89	87
DISTRICT	88	91	89
STATE	76	78	74
Mathematics			
FORSYTHE	91	91	83
DISTRICT	91	93	88
STATE	80	83	75
Science			
FORSYTHE			91
DISTRICT			90
STATE			76
Social Studies			
FORSYTHE	87		
DISTRICT	85		
STATE	74		

Adequate Yearly Progress (AYP)

The No Child Left Behind (NCLB) Act requires monitoring AYP on the MEAP English Language Arts (ELA) and the Mathematics tests. To make AYP, a school must have at least 95% of its students taking the MEAP or the alternative MI-Access assessment, and the total percent proficient must be equal to or higher than the state target percentages for the school year. MEAP State proficiency targets for 2008/09 are ELA 54% and Mathematics 54%. Both the participation rates and the performance levels must be met not only for the school as a whole but also for selected groups of students with 30 or more students enrolled.

In 2008/09, FORSYTHE Middle School **Met** requirements for AYP.

Accreditation/Education Yes

State school accreditation is based on the state's Education Yes report card. Education Yes assigns letter grades to schools based on a combination of MEAP scores (both status and improvement), a self-assessment of selected performance indicators, and AYP. Schools with grades of D or higher are accredited.

In 2008/09 FORSYTHE Middle School received a composite grade of **A**.