

OVERVIEW

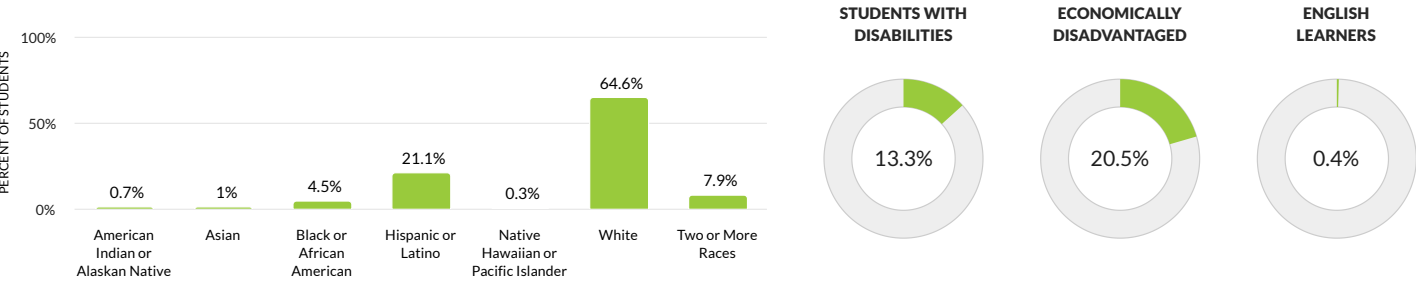
School Details

Grades : K4-8  
Enrollment : 731  
Percent open enrollment : 8.3%

Fernwood is a high-performing Montessori school with certified AMI/AMS staff. In the Montessori classroom, children use instruction materials to help them learn practical skills and participate in activities that promote concentration, math concepts, and problem solving. Through research and project-based learning, students are prepared for active and involved citizenship in the larger community.

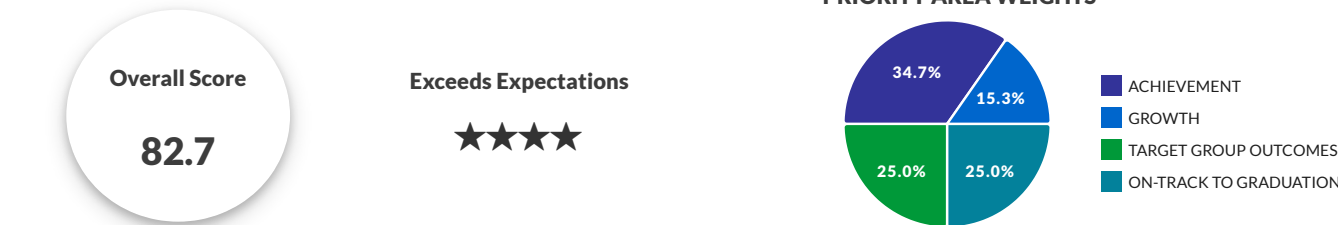
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI

Student Groups



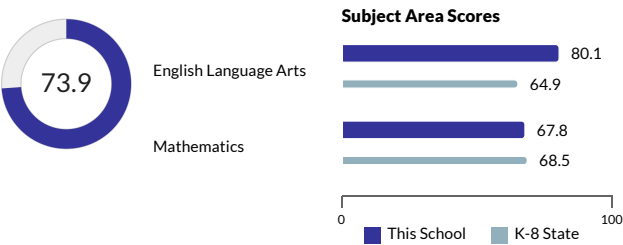
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

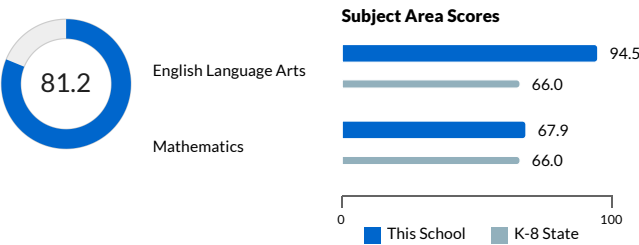


Priority Area Scores

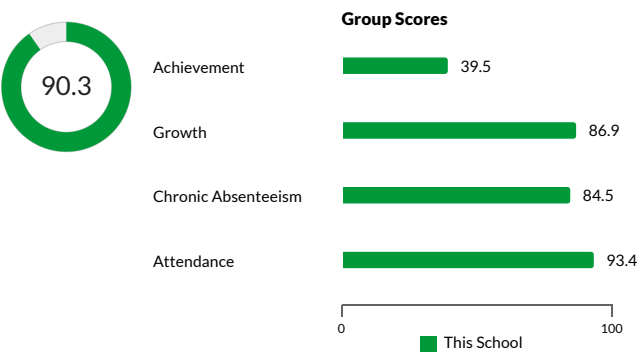
ACHIEVEMENT



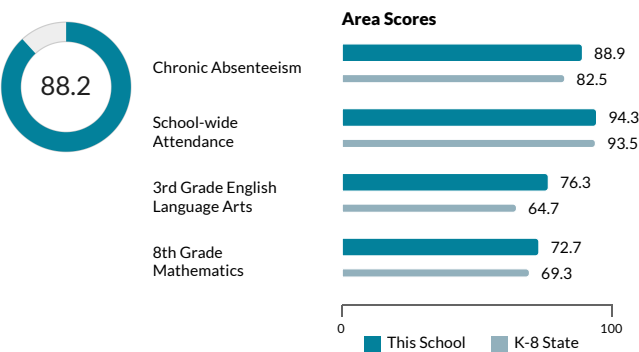
GROWTH



TARGET GROUP OUTCOMES



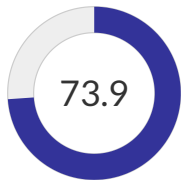
ON-TRACK TO GRADUATION



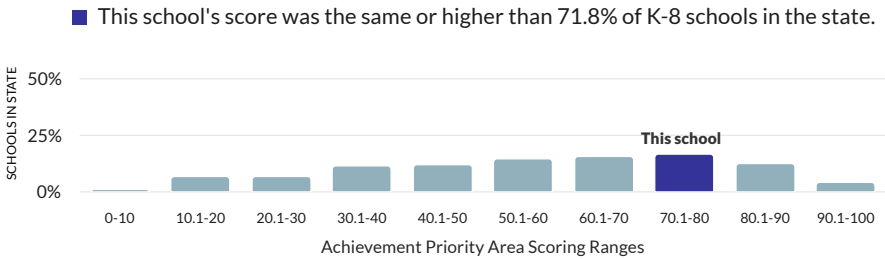
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component scores.

Priority Area Score



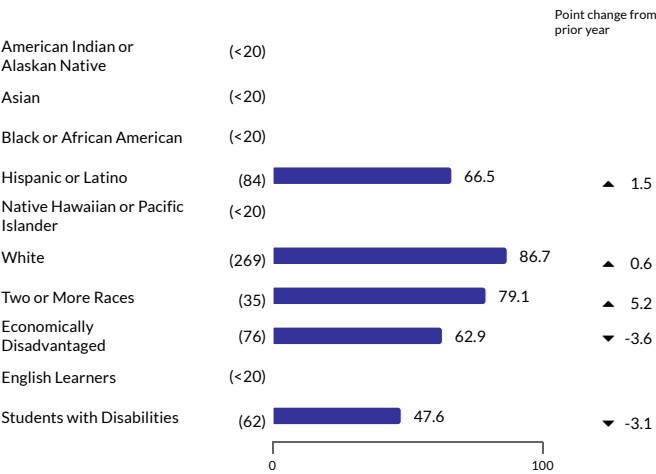
English Language Arts Score: 80.1  
Mathematics Score: 67.8



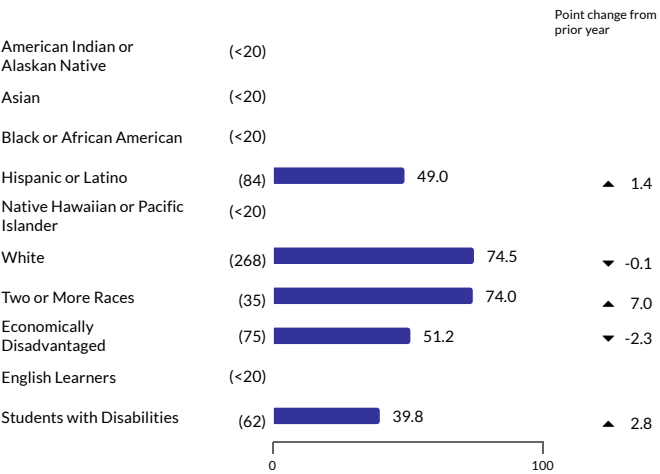
Student Group Achievement, 2024-25 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



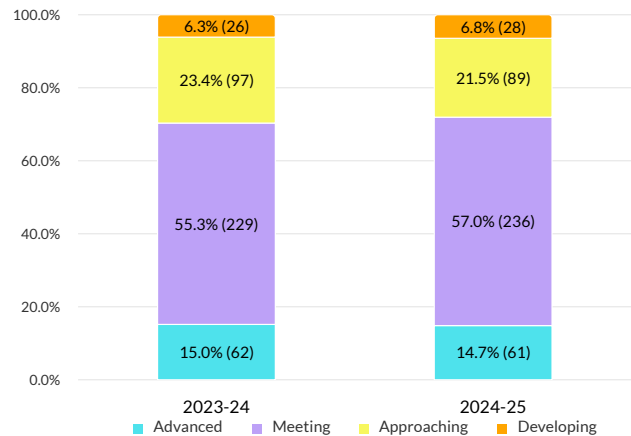
MATHEMATICS



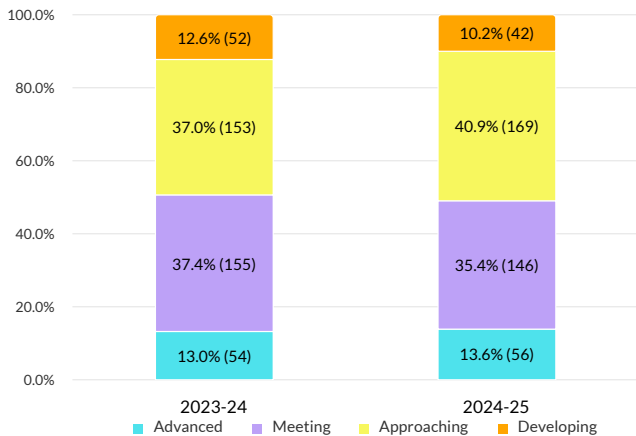
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
96.3%	92.5%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.0%	92.5%

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	414	15.0%	55.3%	23.4%	6.3%	414	14.7%	57.0%	21.5%	6.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	77	6.5%	46.8%	32.5%	14.3%	84	4.8%	51.2%	32.1%	11.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	282	18.8%	58.5%	19.5%	3.2%	269	18.2%	61.7%	16.4%	3.7%
Two or More Races	32	6.3%	56.3%	34.4%	3.1%	35	11.4%	57.1%	28.6%	2.9%
Economically Disadvantaged	86	9.3%	47.7%	25.6%	17.4%	76	10.5%	38.2%	32.9%	18.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	52	0.0%	42.3%	28.8%	28.8%	62	1.6%	30.6%	40.3%	27.4%

MATHEMATICS

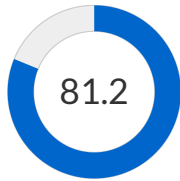
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	414	13.0%	37.4%	37.0%	12.6%	413	13.6%	35.4%	40.9%	10.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	77	3.9%	28.6%	37.7%	29.9%	84	3.6%	25.0%	48.8%	22.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	282	16.0%	41.8%	35.5%	6.7%	268	16.8%	39.2%	38.1%	6.0%
Two or More Races	32	12.5%	34.4%	43.8%	9.4%	35	14.3%	40.0%	42.9%	2.9%
Economically Disadvantaged	86	8.1%	34.9%	25.6%	31.4%	75	8.0%	22.7%	45.3%	24.0%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	52	1.9%	19.2%	38.5%	40.4%	62	3.2%	11.3%	56.5%	29.0%



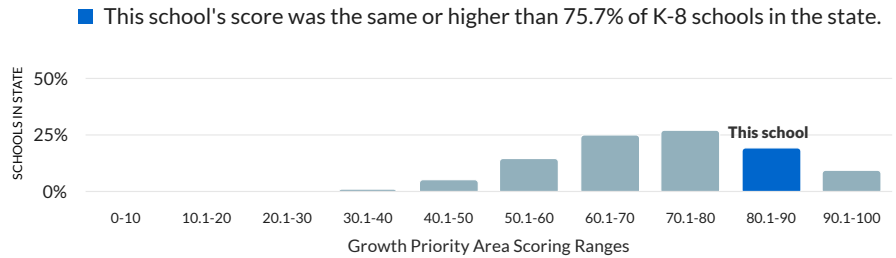
## GROWTH

This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. Growth is scored from 0 to 100 to match the other priority areas and is a conversion from the roughly 0 to 6 value-added score.

### Priority Area Score



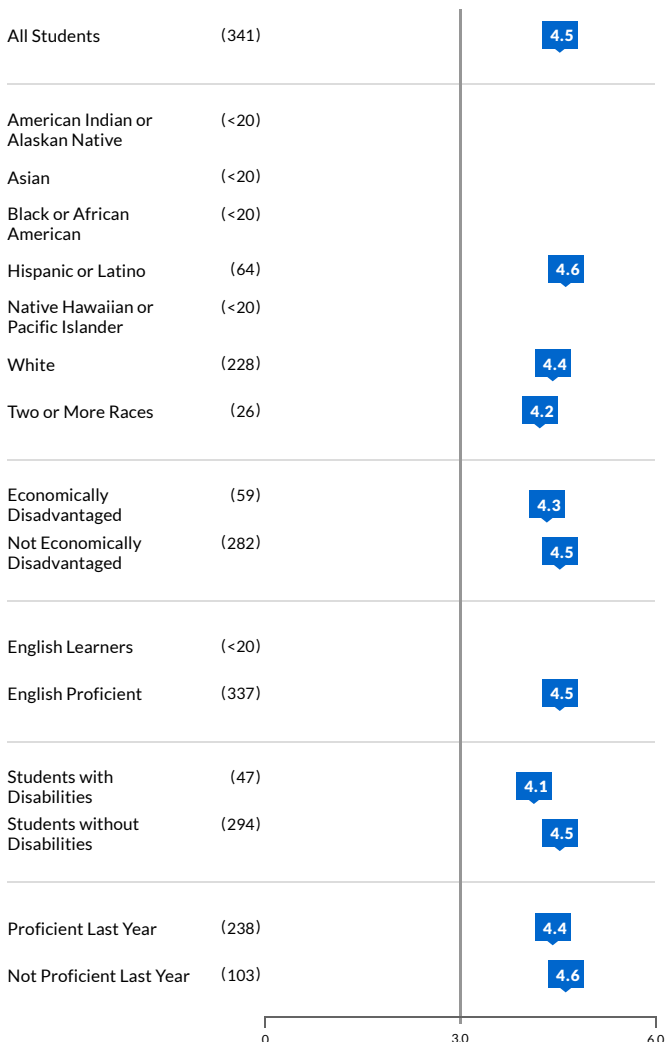
**English Language Arts Score:** 94.5  
**Mathematics Score:** 67.9



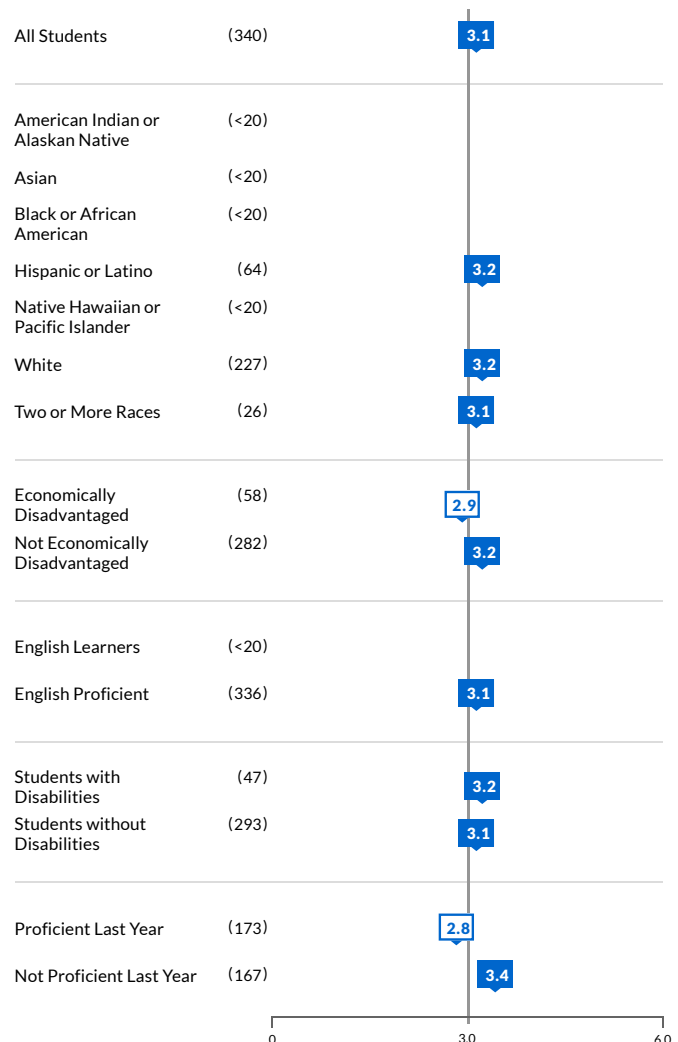
### Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

#### ENGLISH LANGUAGE ARTS



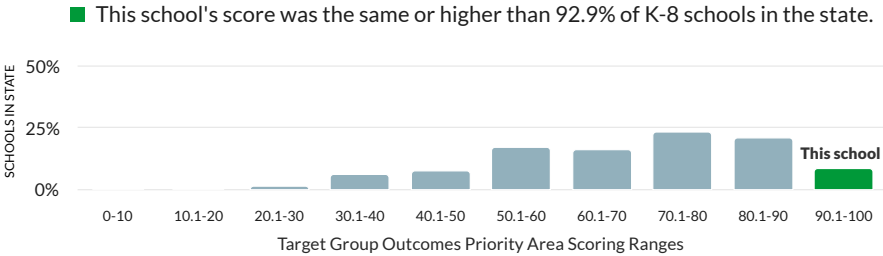
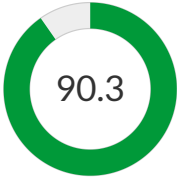
#### MATHEMATICS



TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it while also improving outcomes for all students. The priority area score combines component scores for achievement, growth, chronic absenteeism, and attendance or graduation rate. Data are not displayed when target groups have fewer than 20 students.

Priority Area Score



Component Scores

**ACHIEVEMENT**

Score: 39.5

Average points-based proficiency rates.

**English Language Arts**

Target Group

Non-Target Group

0100

46.5

92.4

**Mathematics**

Target Group

Non-Target Group

0100

32.5

79.1

**GROWTH**

Score: 86.9

Value-added scores converted onto a 0-100 growth scale.

**English Language Arts**

Target Group

Non-Target Group

0100

92.6

94.5

**Mathematics**

Target Group

Non-Target Group

0100

81.2

64.1

**CHRONIC ABSENTEEISM**

Score: 84.5

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

Target Group

Non-Target Group

0100

84.5

92.3

**ATTENDANCE**

Score: 93.4

This score is the overall attendance rate for the target group in 2023-24.

Target Group

Non-Target Group

0100

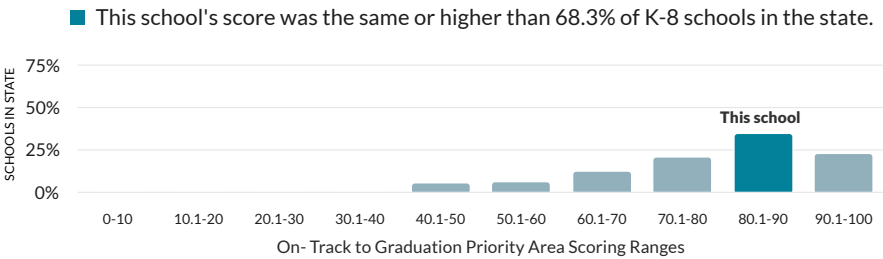
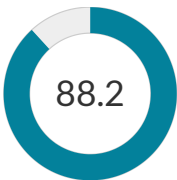
93.4

95.0

ON-TRACK TO GRADUATION

This priority area indicates how successfully students are progressing toward completing their K-12 education. The score combines component scores for measures of student engagement and achievement.

Priority Area Score



Component Scores

CHRONIC ABSENTEEISM

Score: 88.9

Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.

School88.9

K-8 Statewide82.5

0100

SCHOOL-WIDE ATTENDANCE

Score: 94.3

This score is the overall attendance rate for the school in 2023-24.

School94.3

K-8 Statewide93.5

0100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: 76.3

Multi-year average points-based proficiency rates.

School76.3

K-8 Statewide64.7

0100

8TH GRADE MATHEMATICS

Score: 72.7

Multi-year average points-based proficiency rates.

School72.7

K-8 Statewide69.3

0100

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: 63.2%

Statewide: 50.3%



## ON-TRACK TO GRADUATION - ADDITIONAL INFORMATION

This page provides additional detail about chronic absenteeism and graduation and is for information only.

### Student Group Chronic Absenteeism Rates, Single-Year

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	632	10.6%	624	13.5%	627	9.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	25	16.0%	29	27.6%	28	25.0%
Hispanic or Latino	135	16.3%	134	25.4%	127	14.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	410	6.6%	401	8.2%	408	5.9%
Two or More Races	46	17.4%	46	15.2%	51	13.7%
Economically Disadvantaged	147	20.4%	141	27.7%	133	26.3%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	80	16.2%	82	28.0%	78	19.2%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. The four-year rate pertains to students who started high school four years earlier, and the seven-year rate pertains to students who started seven years earlier.

This school does not have a 12th grade