



OVERVIEW

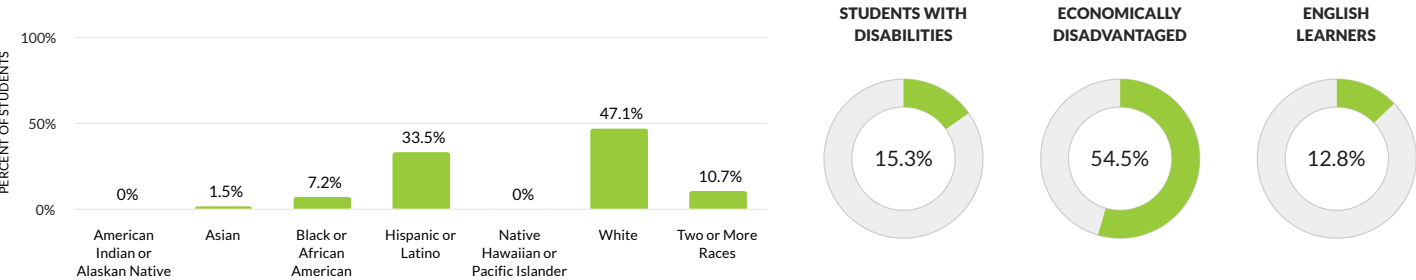
School Details

Grades : K4-5
Enrollment : 391
Percent open enrollment : 1%

Forest Park is committed to our students' academic and social/emotional success. Our primary goal is to empower students to have a commitment to school and the outside community. At Forest Park, our Falcons SOAR: Seek Understanding, Offer Compassion, Accept Responsibility, and Respect Ourselves and Others.

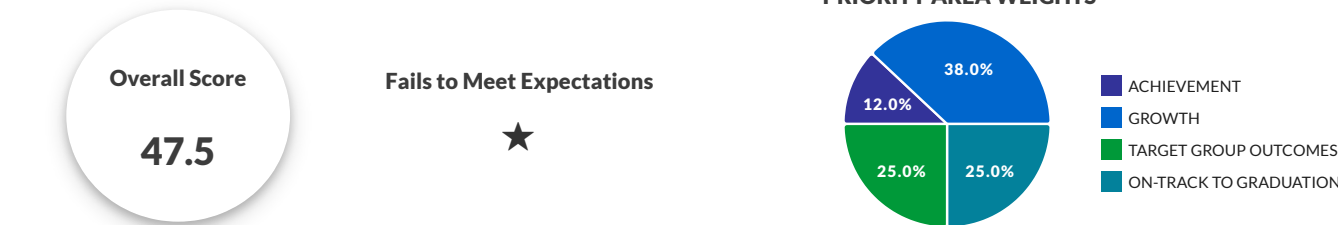
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



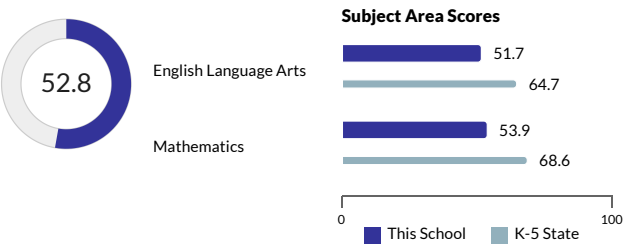
Score Summary

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>.

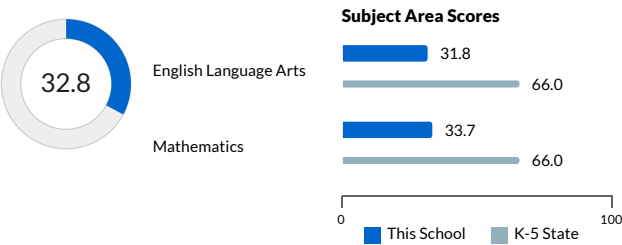


Priority Area Scores

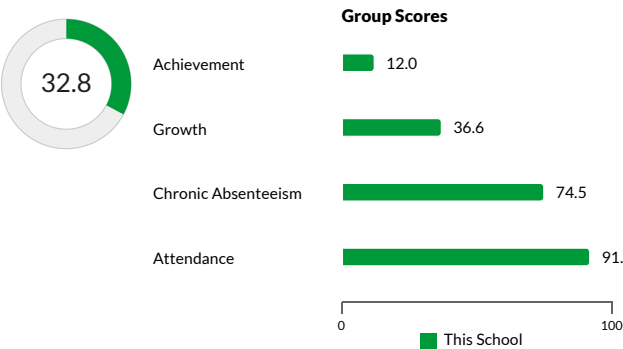
ACHIEVEMENT



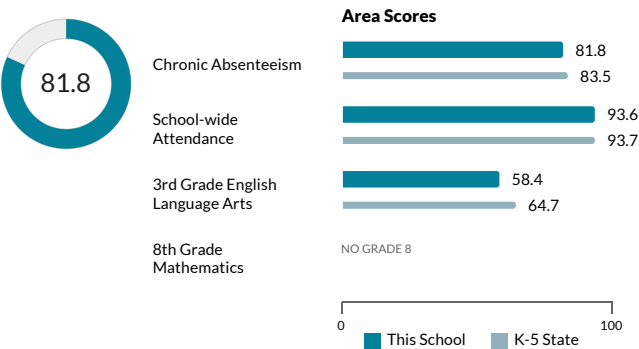
GROWTH



TARGET GROUP OUTCOMES



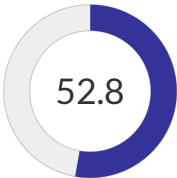
ON-TRACK TO GRADUATION



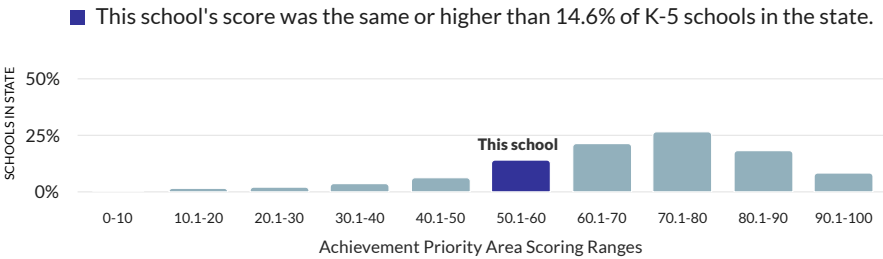
ACHIEVEMENT

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



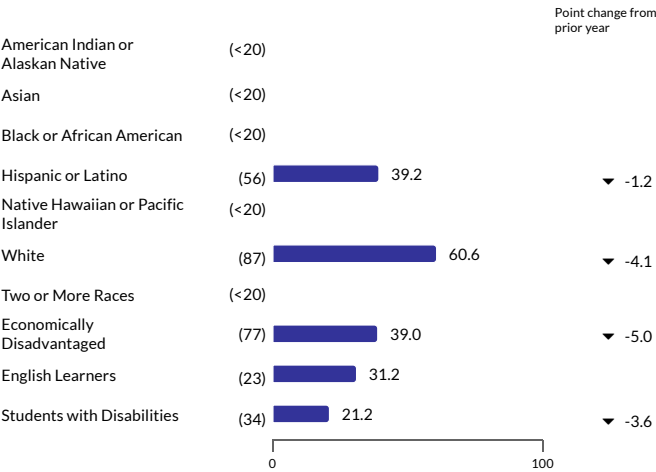
English Language Arts Score: 51.7
Mathematics Score: 53.9



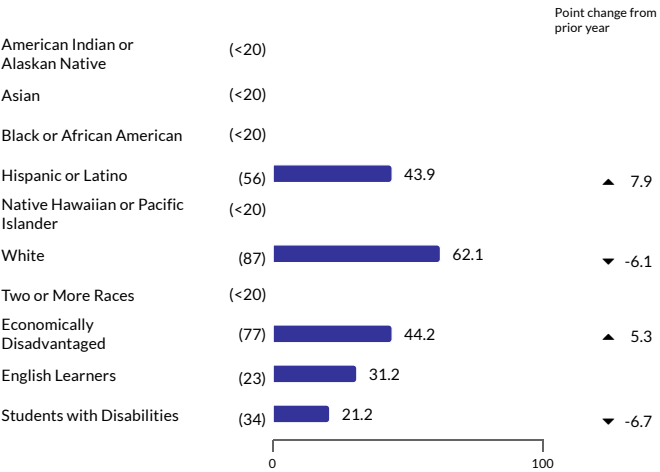
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



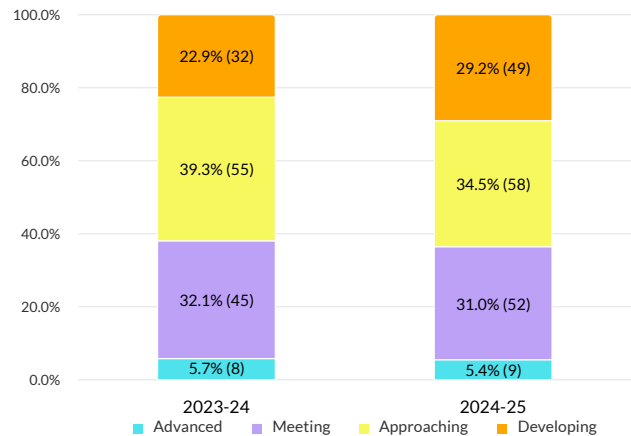
MATHEMATICS



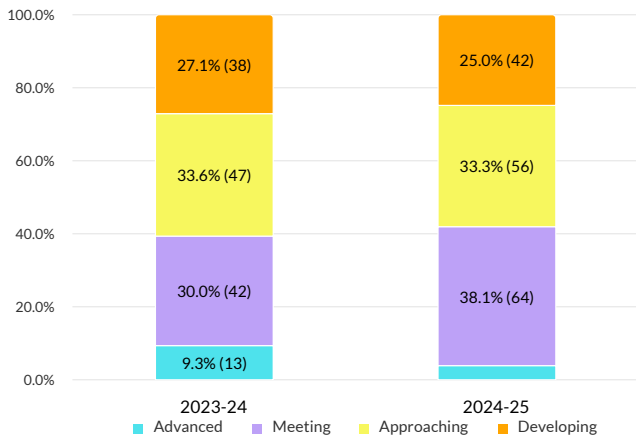
Performance Levels by Year

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
98.9%	97.4%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.9%	97.4%

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-5 State	175,142	11.6%	40.4%	30.2%	17.8%	175,722	12.0%	38.7%	30.8%	18.5%
All Students	140	5.7%	32.1%	39.3%	22.9%	168	5.4%	31.0%	34.5%	29.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	41	2.4%	19.5%	43.9%	34.1%	56	3.6%	21.4%	33.9%	41.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	76	9.2%	39.5%	38.2%	13.2%	87	8.0%	37.9%	35.6%	18.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	54	3.7%	20.4%	46.3%	29.6%	77	2.6%	26.0%	27.3%	44.2%
English Learners	<20	*	*	*	*	23	0.0%	21.7%	26.1%	52.2%
Students with Disabilities	29	0.0%	13.8%	27.6%	58.6%	34	0.0%	11.8%	23.5%	64.7%

MATHEMATICS

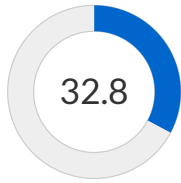
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,042	19.1%	35.1%	26.4%	19.4%	175,664	19.9%	32.7%	28.5%	19.0%
All Students	140	9.3%	30.0%	33.6%	27.1%	168	3.6%	38.1%	33.3%	25.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	41	0.0%	19.5%	41.5%	39.0%	56	1.8%	26.8%	39.3%	32.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	76	17.1%	36.8%	27.6%	18.4%	87	5.7%	46.0%	29.9%	18.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	54	5.6%	18.5%	33.3%	42.6%	77	2.6%	27.3%	36.4%	33.8%
English Learners	<20	*	*	*	*	23	0.0%	17.4%	34.8%	47.8%
Students with Disabilities	29	3.4%	13.8%	24.1%	58.6%	34	0.0%	14.7%	17.6%	67.6%



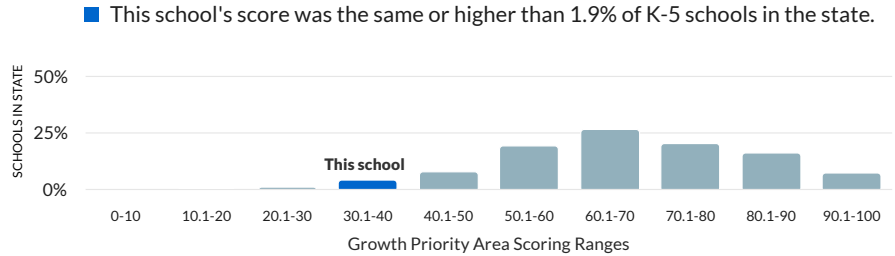
GROWTH

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: 31.8
Mathematics Score: 33.7



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

All Students	(107)	1.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(30)	1.2
Native Hawaiian or Pacific Islander	(<20)	
White	(62)	1.1
Two or More Races	(<20)	
Economically Disadvantaged	(44)	1.2
Not Economically Disadvantaged	(63)	1.2
English Learners	(<20)	
English Proficient	(95)	1.1
Students with Disabilities	(20)	2.2
Students without Disabilities	(87)	1.0
Proficient Last Year	(39)	1.1
Not Proficient Last Year	(68)	1.2

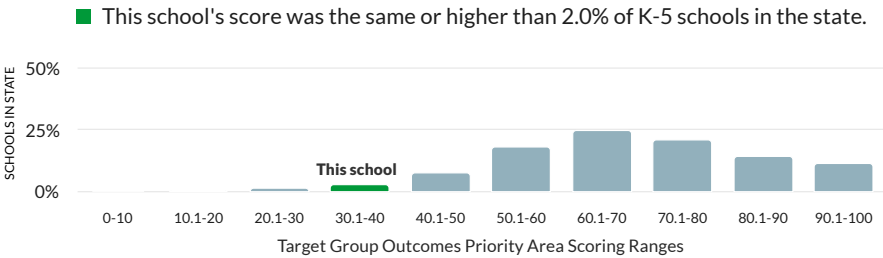
MATHEMATICS

All Students	(107)	1.3
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(30)	1.3
Native Hawaiian or Pacific Islander	(<20)	
White	(62)	1.2
Two or More Races	(<20)	
Economically Disadvantaged	(44)	1.2
Not Economically Disadvantaged	(63)	1.3
English Learners	(<20)	
English Proficient	(95)	1.3
Students with Disabilities	(20)	2.9
Students without Disabilities	(87)	1.0
Proficient Last Year	(40)	0.8
Not Proficient Last Year	(67)	1.5

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: 12.0

Average points-based proficiency rates.

English Language Arts

Target Group11.8

Non-Target Group60.7

Mathematics

Target Group12.2

Non-Target Group66.3

GROWTH

Score: 36.6

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

English Language Arts

Target Group35.6

Non-Target Group29.9

Mathematics

Target Group37.5

Non-Target Group31.8

CHRONIC ABSENTEEISM

Score: 74.5

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 Group74.5

Non-Target Group90.1

ATTENDANCE

Score: 91.4

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

Target Group91.4

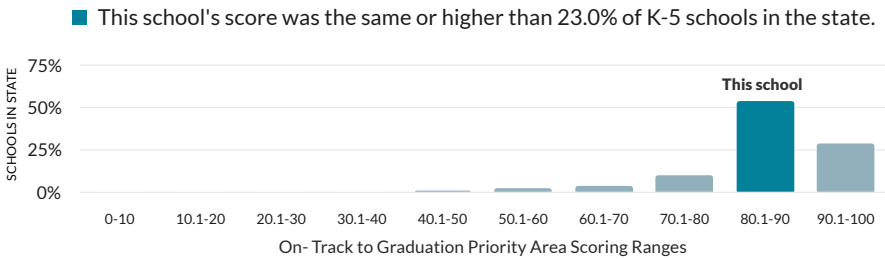
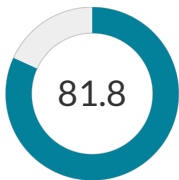
Non-Target Group94.6



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 ABSENTEEISMScore: 81.8

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.

School81.8

K-5 Statewide83.5

0100

SCHOOL-WIDE ATTENDANCEScore: 93.6

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

School93.6

K-5 Statewide93.7

0100

3RD GRADE ENGLISH LANGUAGE ARTSScore: 58.4

Multi-year average points-based proficiency rates.

School58.4

K-5 Statewide64.7

0100

8TH GRADE MATHEMATICSScore: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

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: 42.1%

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-5 State	354,803	20.1%	355,511	16.3%	354,264	14.3%
All Students	283	27.2%	302	17.5%	310	13.2%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	81	35.8%	81	22.2%	90	20.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	162	25.9%	166	13.3%	162	6.8%
Two or More Races	25	16.0%	39	20.5%	43	20.9%
Economically Disadvantaged	161	34.2%	141	21.3%	137	19.7%
English Learners	26	23.1%	23	21.7%	21	23.8%
Students with Disabilities	32	37.5%	60	20.0%	63	25.4%

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