



OVERVIEW

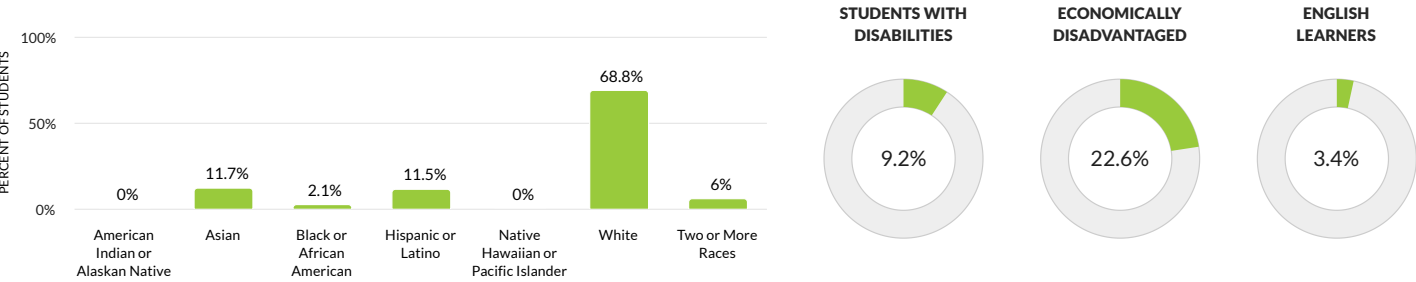
School Details

Grades : 6-8
Enrollment : 1,056
Percent open enrollment : 9.6%

Forest Park Middle School welcomed students into a new building in 2019, serving students in grades 6-8. FPMS provides a comprehensive learning program, including core subject areas, as well as a diverse array of electives in technical education, art, family and consumer science, music, and business. FPMS students have access to a large number of clubs, sports, and other activities.

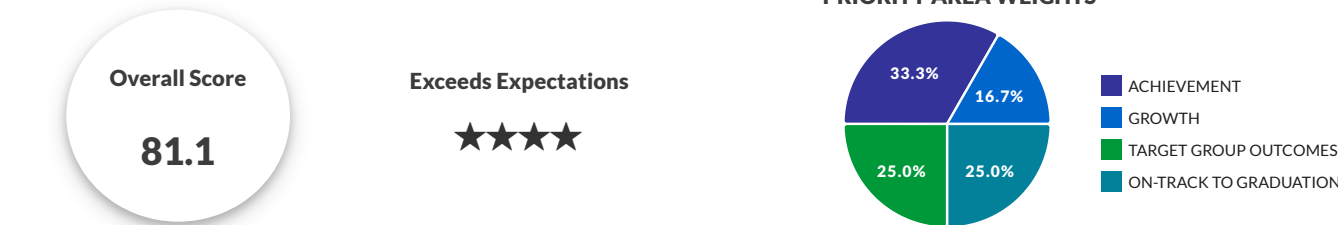
The statement above is provided by the school. It is not an evaluation by the Wisconsin DPI.

Student Groups



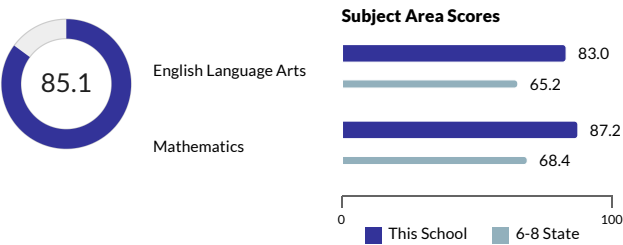
Score Summary

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>.

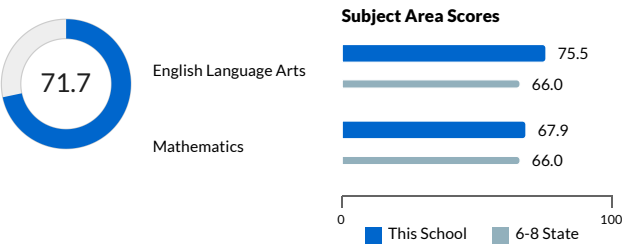


Priority Area Scores

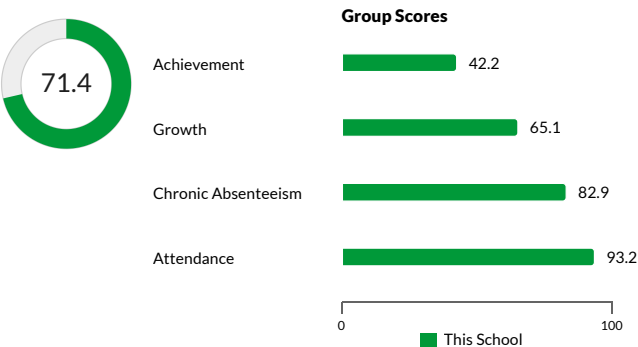
ACHIEVEMENT



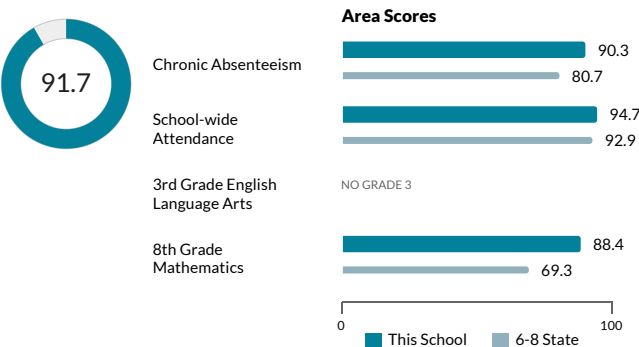
GROWTH



TARGET GROUP OUTCOMES



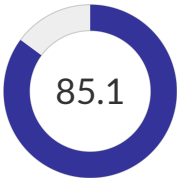
ON-TRACK TO GRADUATION



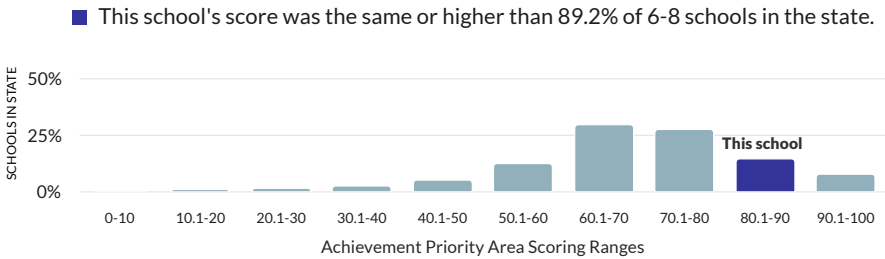
ACHIEVEMENT

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



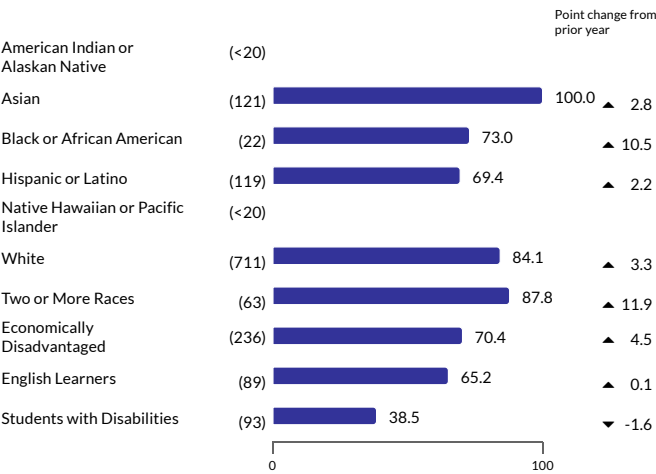
English Language Arts Score: 83.0
Mathematics Score: 87.2



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



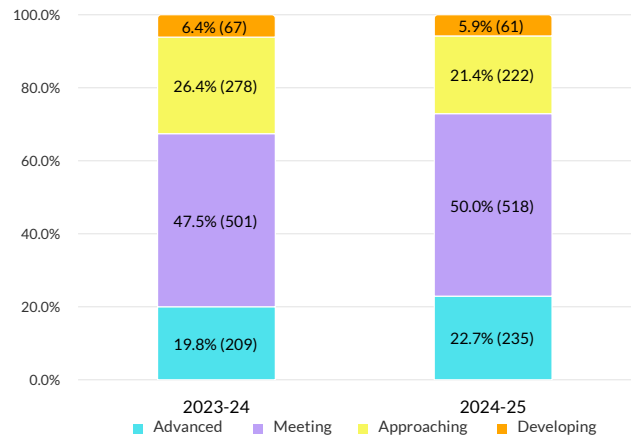
MATHEMATICS



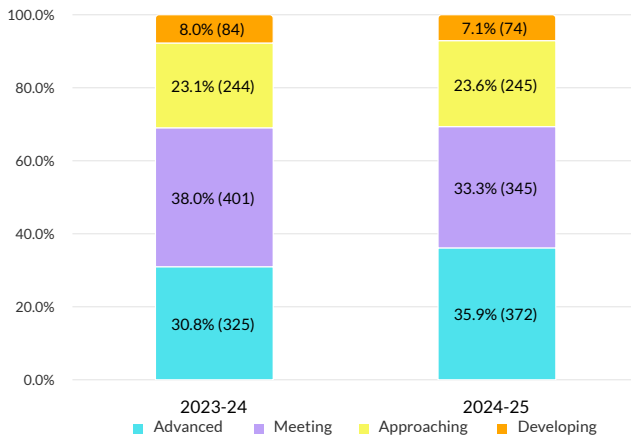
Performance Levels by Year

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
99.0%	96.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.0%	96.9%

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: 6-8 State	178,443	11.5%	39.7%	30.2%	18.5%	177,905	12.3%	40.5%	29.0%	18.2%
All Students	1,055	19.8%	47.5%	26.4%	6.4%	1,036	22.7%	50.0%	21.4%	5.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	135	34.8%	51.9%	9.6%	3.7%	121	42.1%	46.3%	10.7%	0.8%
Black or African American	20	5.0%	45.0%	35.0%	15.0%	22	18.2%	40.9%	27.3%	13.6%
Hispanic or Latino	121	8.3%	42.1%	41.3%	8.3%	119	7.6%	49.6%	33.6%	9.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	718	19.8%	47.8%	26.0%	6.4%	711	21.5%	51.3%	21.2%	5.9%
Two or More Races	60	15.0%	45.0%	35.0%	5.0%	63	28.6%	46.0%	19.0%	6.3%
Economically Disadvantaged	240	11.3%	37.5%	38.8%	12.5%	236	12.3%	42.8%	35.2%	9.7%
English Learners	107	11.2%	37.4%	37.4%	14.0%	89	6.7%	44.9%	36.0%	12.4%
Students with Disabilities	86	2.3%	20.9%	40.7%	36.0%	93	1.1%	24.7%	33.3%	40.9%

MATHEMATICS

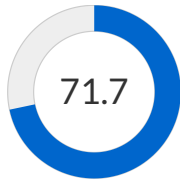
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-8 State	178,277	20.1%	32.4%	26.2%	21.3%	177,765	21.6%	31.0%	27.6%	19.7%
All Students	1,054	30.8%	38.0%	23.1%	8.0%	1,036	35.9%	33.3%	23.6%	7.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	135	56.3%	28.9%	13.3%	1.5%	121	62.0%	24.0%	10.7%	3.3%
Black or African American	20	10.0%	40.0%	35.0%	15.0%	22	13.6%	31.8%	31.8%	22.7%
Hispanic or Latino	120	11.7%	39.2%	30.8%	18.3%	119	12.6%	37.8%	37.0%	12.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	718	29.7%	40.7%	23.0%	6.7%	711	36.6%	34.6%	22.6%	6.2%
Two or More Races	60	33.3%	23.3%	28.3%	15.0%	63	30.2%	28.6%	31.7%	9.5%
Economically Disadvantaged	239	15.9%	31.4%	33.1%	19.7%	236	18.6%	30.1%	38.6%	12.7%
English Learners	107	22.4%	28.0%	29.9%	19.6%	89	23.6%	24.7%	34.8%	16.9%
Students with Disabilities	86	7.0%	12.8%	39.5%	40.7%	93	5.4%	9.7%	45.2%	39.8%



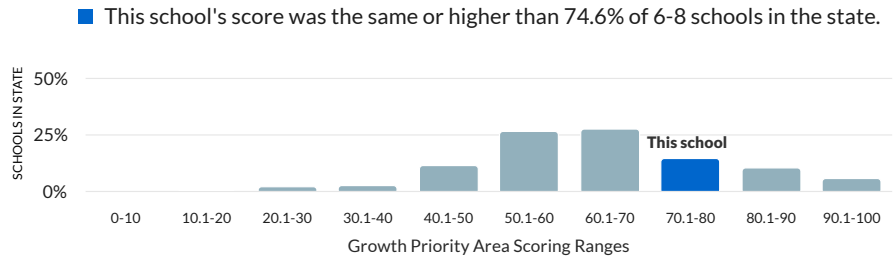
GROWTH

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



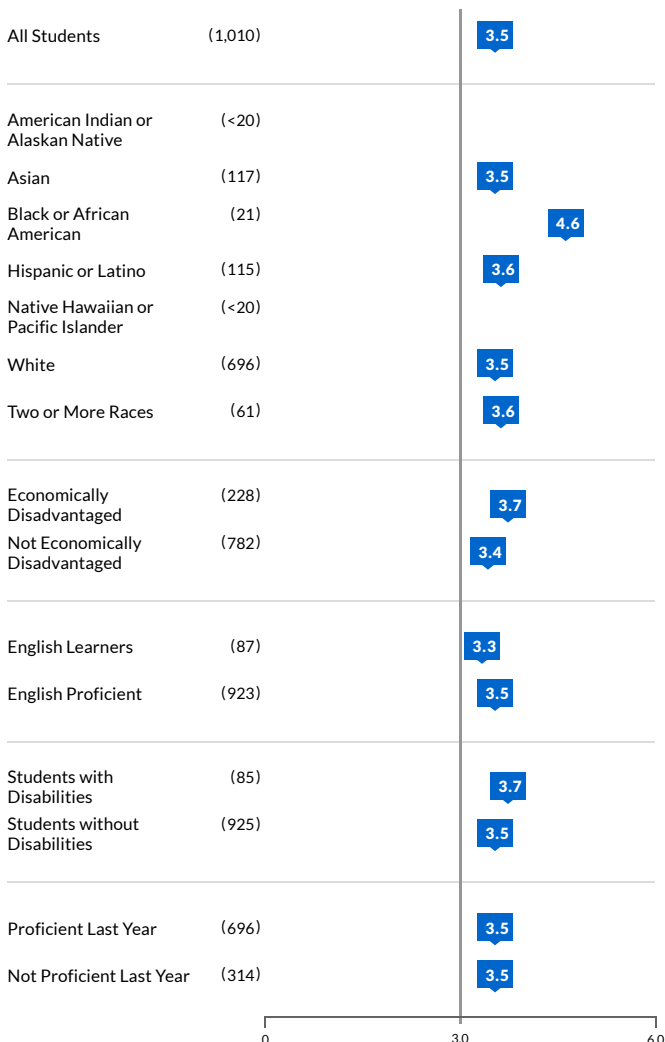
English Language Arts Score: 75.5
Mathematics Score: 67.9



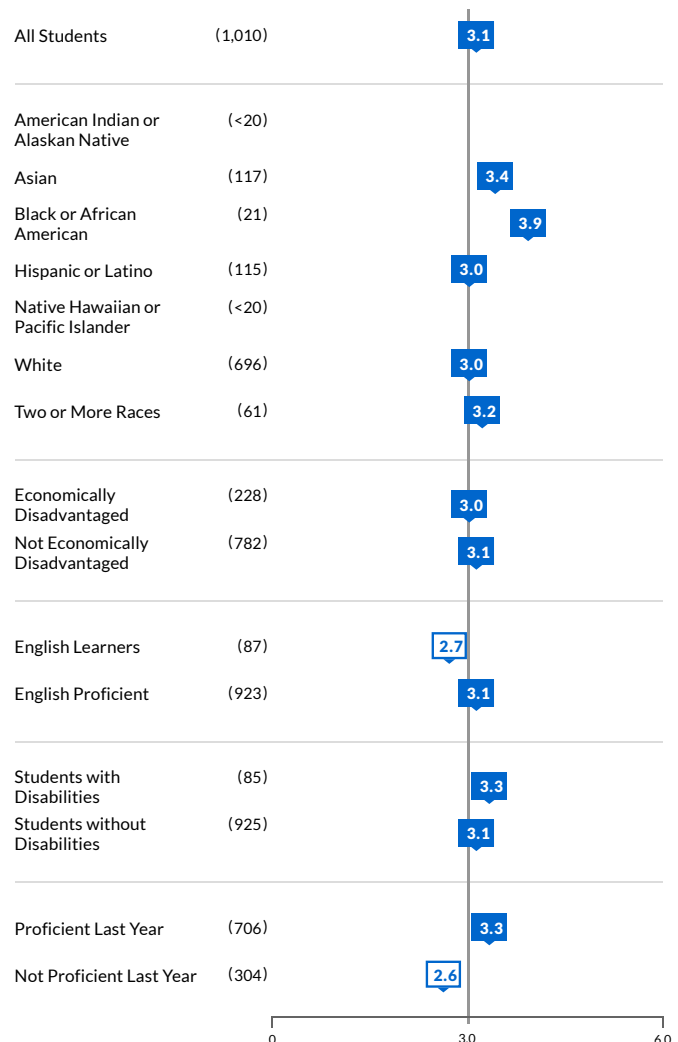
Student Group Value-Added (for information only)

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



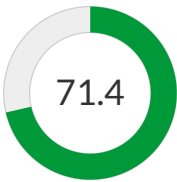
MATHEMATICS



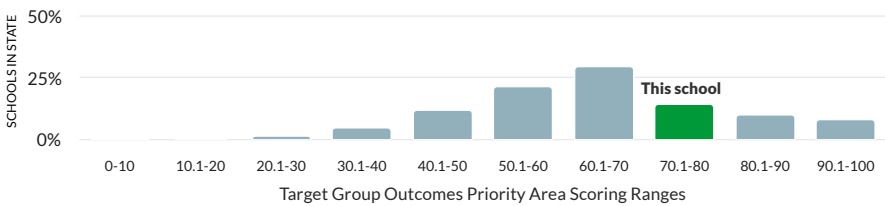
TARGET GROUP OUTCOMES

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



■ This school's score was the same or higher than 71.8% of 6-8 schools in the state.



Component Scores

ACHIEVEMENT

Score: 42.2

Average points-based proficiency rates.

English Language Arts

Target Group 45.2

Non-Target Group 96.3

Mathematics

Target Group 39.1

Non-Target Group 100.0

GROWTH

Score: 65.1

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

English Language Arts

Target Group 69.8

Non-Target Group 77.4

Mathematics

Target Group 60.3

Non-Target Group 69.8

CHRONIC ABSENTEEISM

Score: 82.9

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.

Target Group 82.9

Non-Target Group 93.2

ATTENDANCE

Score: 93.2

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

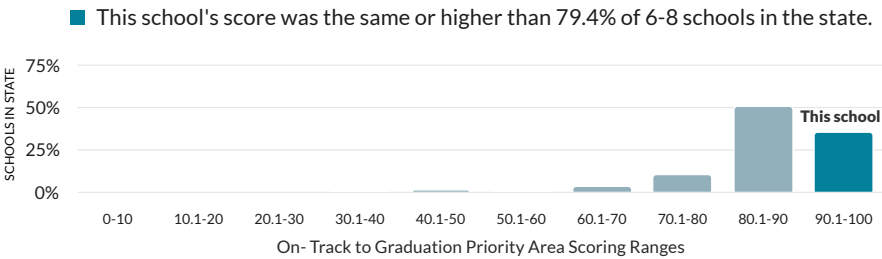
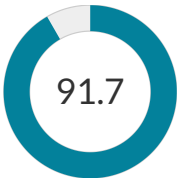
Target Group 93.2

Non-Target Group 95.3

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: 90.3

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.

School90.3

6-8 Statewide80.7

0100

SCHOOL-WIDE ATTENDANCE

Score: 94.7

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

School94.7

6-8 Statewide92.9

0100

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 88.4

Multi-year average points-based proficiency rates.

School88.4

6-8 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.

NO GRADE 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: 6-8 State	190,135	22.5%	187,110	19.0%	185,364	17.3%
All Students	1,084	8.4%	1,095	11.1%	1,077	9.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	121	4.1%	142	12.0%	136	14.0%
Black or African American	22	9.1%	23	30.4%	22	13.6%
Hispanic or Latino	108	17.6%	119	22.7%	126	16.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	761	7.6%	745	8.7%	729	7.5%
Two or More Races	67	10.4%	65	7.7%	63	6.3%
Economically Disadvantaged	194	16.0%	234	23.5%	252	16.7%
English Learners	121	7.4%	123	18.7%	110	17.3%
Students with Disabilities	90	21.1%	89	20.2%	84	19.0%

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