

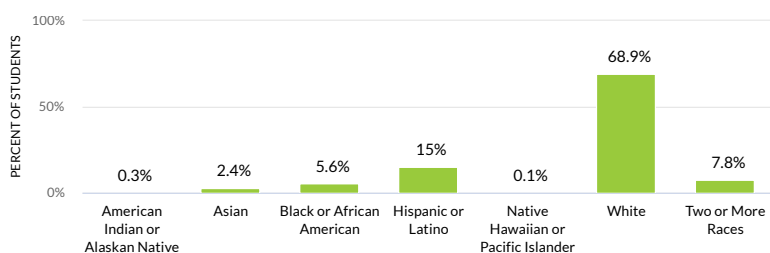


OVERVIEW

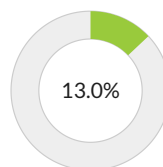
District Details

Grades : K4-12
Enrollment : 9,552
Percent open enrollment : 6.6%

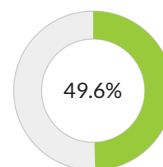
Student Groups



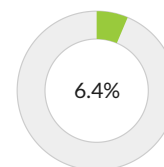
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

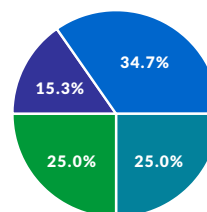
Overall Score

60.2

Meets Expectations



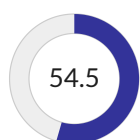
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

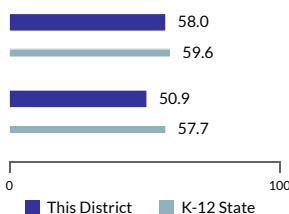
Priority Area Scores

ACHIEVEMENT

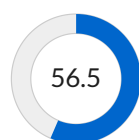


English Language Arts
Mathematics

Subject Area Scores

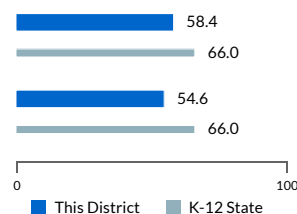


GROWTH

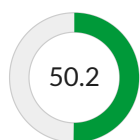


English Language Arts
Mathematics

Subject Area Scores

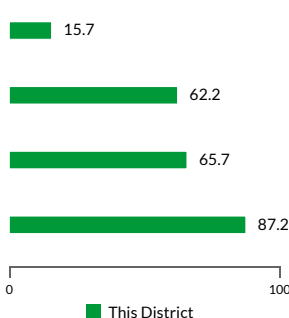


TARGET GROUP OUTCOMES

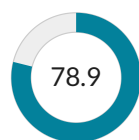


Achievement
Growth
Chronic Absenteeism
Graduation

Group Scores

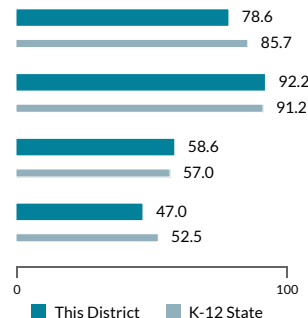


ON-TRACK TO GRADUATION



Chronic Absenteeism
Graduation
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores





DISTRICT SCHOOLS ACCOUNTABILITY SUMMARY

This page summarizes outcomes for schools in this district. It is for information only. School report card scores do not factor into district scores. Instead, to determine the district's scores and rating, all students in the district, including those in alternate accountability schools, are treated as one district-wide student body.

Distribution of Schools by Rating

This table lists the number and percentage of schools in each of the five rating categories as determined by the schools' overall scores.

Rating Category	Number of Schools	Percent of Schools
Significantly Exceeds Expectations	0	0.0%
Exceeds Expectations	6	27.3%
Meets Expectations	9	40.9%
Meets Few Expectations	5	22.7%
Fails to Meet Expectations	0	0.0%

Alternate Accountability Schools

Schools that are new, small, or do not have grades in which state tests are taken lack the data needed to receive an overall score and rating. Instead, these schools participate in an alternate accountability process and receive one of two ratings based upon results of a district-supervised self-evaluation. Alternate accountability ratings for schools in this district are summarized below.

Alternate Accountability Rating Category	Number of Schools	Percent of Schools
Satisfactory Progress	2	9.1%
Needs Improvement	0	0.0%

School Score Summary

This table does not include alternate accountability schools.

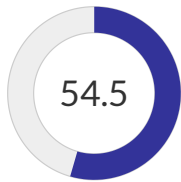
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	48.8	65.4	82.0	100.0
Achievement	8.6	56.9	82.6	100.0
Growth	40.3	61.7	87.9	100.0
Target Group Outcomes	39.0	58.1	81.4	100.0
On-Track to Graduation	64.4	80.9	90.1	100.0



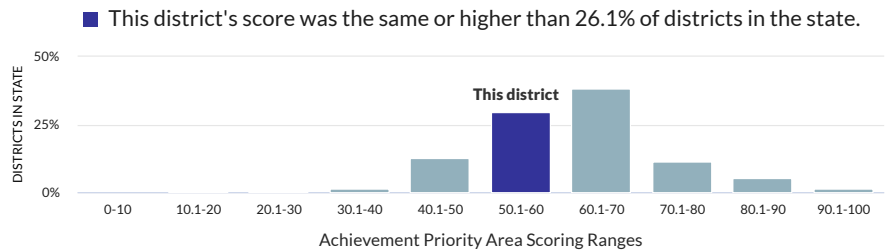
ACHIEVEMENT

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

Priority Area Score



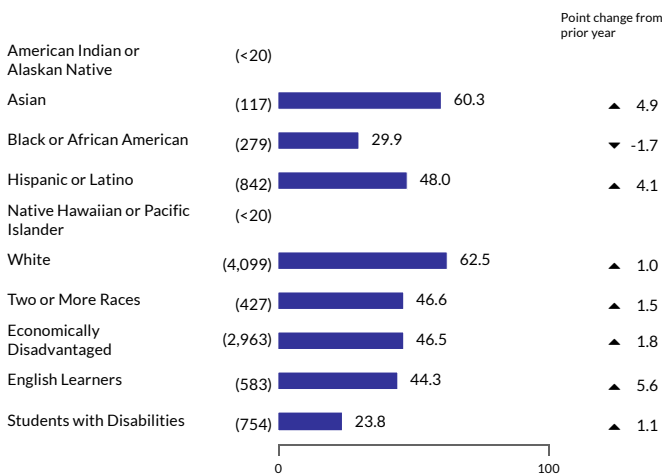
English Language Arts Score: 58.0
Mathematics Score: 50.9



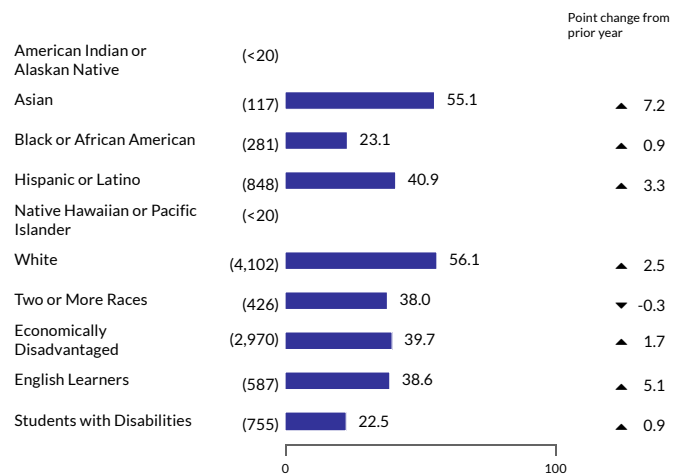
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



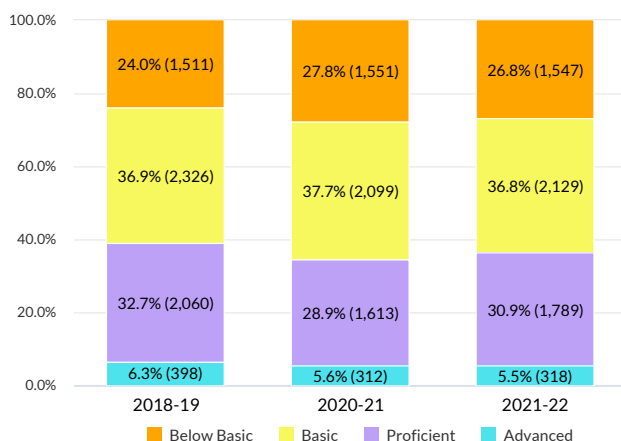
MATHEMATICS



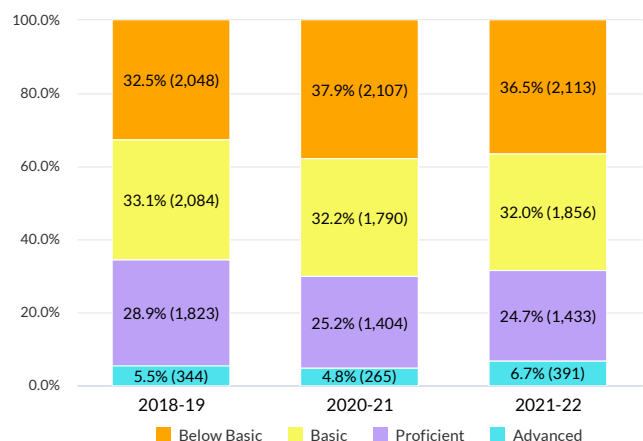
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
96.8%	92.5%

MATHEMATICS

All students	Lowest-participating group: Black or African American
96.8%	93.1%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	6,295	6.3%	32.7%	36.9%	24.0%	5,575	5.6%	28.9%	37.7%	27.8%	5,783	5.5%	30.9%	36.8%	26.8%
American Indian or Alaskan Native	22	0.0%	31.8%	40.9%	27.3%	<20	*	*	*	*	<20	*	*	*	*
Asian	130	8.5%	27.7%	40.8%	23.1%	120	6.7%	25.8%	39.2%	28.3%	117	6.8%	30.8%	38.5%	23.9%
Black or African American	321	1.2%	17.1%	34.3%	47.4%	280	1.8%	13.2%	31.4%	53.6%	279	1.4%	12.2%	31.2%	55.2%
Hispanic or Latino	836	4.4%	23.8%	41.6%	30.1%	792	1.8%	21.1%	40.3%	36.9%	842	1.9%	25.7%	39.1%	33.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,609	7.2%	36.2%	35.7%	20.9%	3,969	6.9%	32.2%	37.7%	23.1%	4,099	6.8%	34.3%	36.0%	22.9%
Two or More Races	372	4.0%	24.7%	43.3%	28.0%	398	2.5%	23.6%	35.4%	38.4%	427	2.1%	21.8%	43.3%	32.8%
Economically Disadvantaged	3,140	3.3%	24.1%	39.6%	33.1%	2,721	2.8%	21.4%	38.4%	37.4%	2,963	2.4%	23.5%	38.9%	35.2%
English Learners	571	3.2%	19.4%	42.6%	34.9%	531	1.3%	16.8%	39.9%	42.0%	583	1.7%	20.6%	42.4%	35.3%
Students with Disabilities	785	0.3%	9.4%	26.6%	63.7%	721	0.8%	8.6%	25.8%	64.8%	754	0.5%	9.7%	26.7%	63.1%

MATHEMATICS

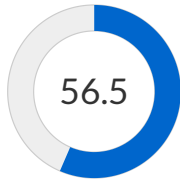
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	6,299	5.5%	28.9%	33.1%	32.5%	5,566	4.8%	25.2%	32.2%	37.9%	5,793	6.7%	24.7%	32.0%	36.5%
American Indian or Alaskan Native	22	0.0%	31.8%	36.4%	31.8%	<20	*	*	*	*	<20	*	*	*	*
Asian	130	4.6%	28.5%	38.5%	28.5%	120	7.5%	20.0%	33.3%	39.2%	117	11.1%	23.1%	30.8%	35.0%
Black or African American	320	1.3%	10.6%	28.1%	60.0%	277	1.4%	9.7%	20.6%	68.2%	281	1.8%	9.6%	21.7%	66.9%
Hispanic or Latino	841	2.7%	21.6%	32.2%	43.4%	792	2.4%	18.2%	31.6%	47.9%	848	2.8%	20.4%	32.5%	44.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	4,609	6.6%	31.6%	33.6%	28.2%	3,963	5.6%	28.7%	33.0%	32.7%	4,102	8.2%	27.5%	32.7%	31.6%
Two or More Races	372	1.6%	28.0%	31.5%	39.0%	398	2.8%	17.8%	32.7%	46.7%	426	3.3%	16.9%	32.4%	47.4%
Economically Disadvantaged	3,142	2.5%	21.3%	33.1%	43.1%	2,713	2.5%	18.3%	31.9%	47.3%	2,970	3.2%	18.7%	32.5%	45.7%
English Learners	578	2.6%	18.5%	33.4%	45.5%	531	2.1%	14.3%	32.2%	51.4%	587	2.2%	16.5%	37.5%	43.8%
Students with Disabilities	785	0.5%	6.8%	22.3%	70.4%	716	2.1%	7.5%	21.8%	68.6%	755	1.1%	10.6%	20.7%	67.7%



GROWTH

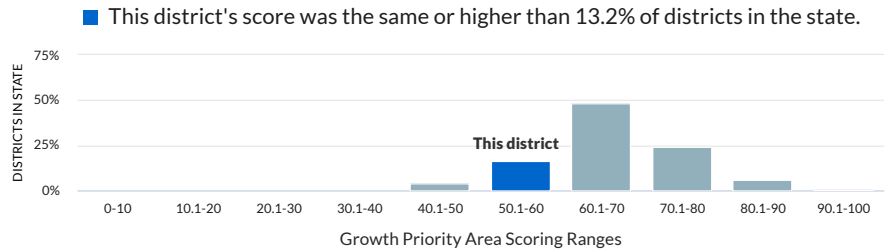
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the district are progressing more quickly than other, similar 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: 58.4

Mathematics Score: 54.6



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	(4,649)	2.6
American Indian or Alaskan Native	(<20)	
Asian	(98)	2.6
Black or African American	(221)	2.4
Hispanic or Latino	(666)	2.6
Native Hawaiian or Pacific Islander	(<20)	
White	(3,314)	2.6
Two or More Races	(335)	2.6
Economically Disadvantaged	(2,306)	2.6
Not Economically Disadvantaged	(2,343)	2.6
English Learners	(463)	2.7
English Proficient	(4,186)	2.6
Students with Disabilities	(538)	2.7
Students without Disabilities	(4,111)	2.6
Proficient Last Year	(1,729)	2.6
Not Proficient Last Year	(2,920)	2.6

MATHEMATICS

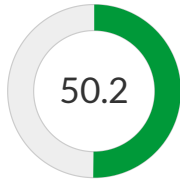
All Students	(4,689)	2.4
American Indian or Alaskan Native	(<20)	
Asian	(99)	2.4
Black or African American	(222)	2.4
Hispanic or Latino	(674)	2.5
Native Hawaiian or Pacific Islander	(<20)	
White	(3,343)	2.4
Two or More Races	(336)	2.4
Economically Disadvantaged	(2,330)	2.4
Not Economically Disadvantaged	(2,359)	2.4
English Learners	(467)	2.6
English Proficient	(4,222)	2.4
Students with Disabilities	(551)	2.8
Students without Disabilities	(4,138)	2.4
Proficient Last Year	(1,538)	2.3
Not Proficient Last Year	(3,151)	2.5



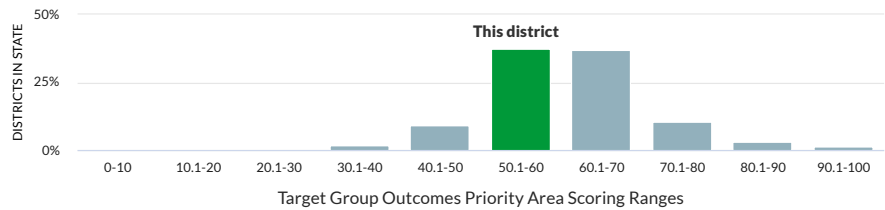
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping districts focus on learners who need the most support 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 district's score was the same or higher than 11.5% of districts in the state.



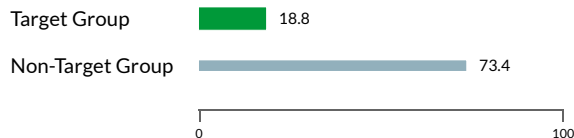
Component Scores

ACHIEVEMENT

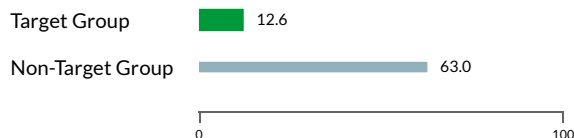
Score: 15.7

Average points-based proficiency rates.

English Language Arts



Mathematics

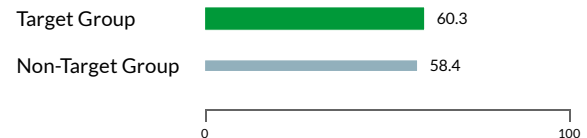


GROWTH

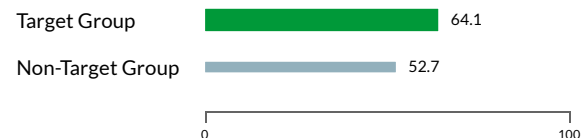
Score: 62.2

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

English Language Arts



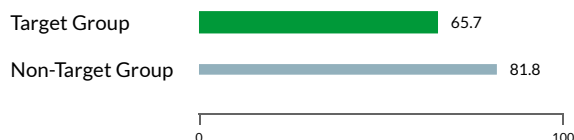
Mathematics



CHRONIC ABSENTEEISM

Score: 65.7

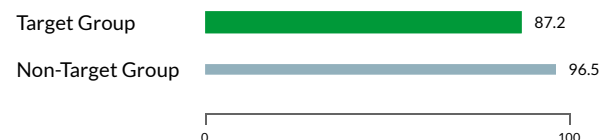
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 87.2

Average of 2020-21's 4- and 7-year cohort rates.

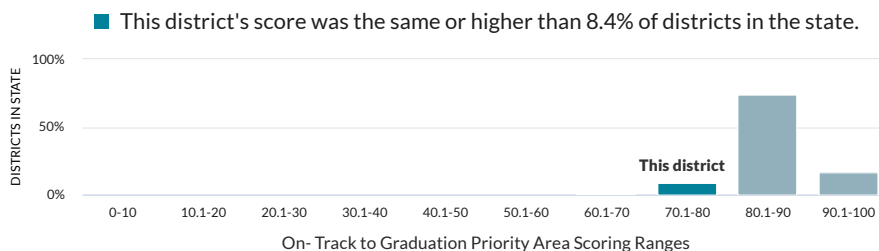
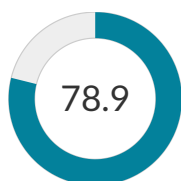




ON-TRACK TO GRADUATION

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

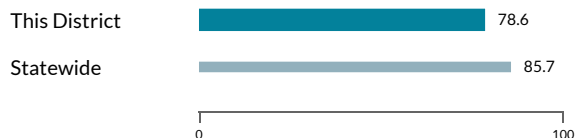


Component Scores

CHRONIC ABSENTEEISM

Score: 78.6

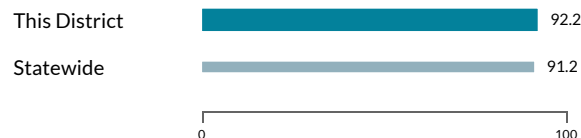
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.2

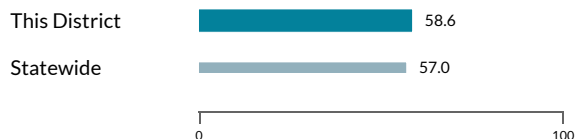
Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 58.6

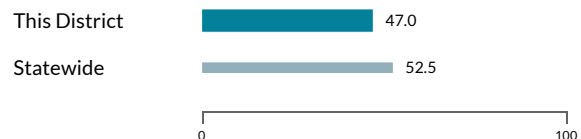
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 47.0

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	9,136	19.0%	8,928	19.6%	8,665	24.6%
American Indian or Alaskan Native	31	22.6%	24	20.8%	<20	*
Asian	217	12.9%	204	13.7%	206	18.0%
Black or African American	502	37.8%	477	34.2%	467	54.2%
Hispanic or Latino	1,210	21.2%	1,272	22.1%	1,289	32.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	6,570	16.6%	6,341	17.8%	6,037	19.7%
Two or More Races	602	26.9%	606	23.6%	644	34.6%
Economically Disadvantaged	4,670	26.8%	4,650	26.5%	4,420	36.0%
English Learners	855	17.9%	859	18.4%	781	31.5%
Students with Disabilities	1,188	27.4%	1,179	28.7%	1,213	32.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	854	772	90.4%	875	822	93.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	62	58	93.5%	26	26	100.0%
Black or African American	42	32	76.2%	44	36	81.8%
Hispanic or Latino	121	107	88.4%	99	92	92.9%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	582	538	92.4%	658	622	94.5%
Two or More Races	44	34	77.3%	44	42	95.5%
Economically Disadvantaged	295	242	82.0%	371	333	89.8%
English Learners	49	41	83.7%	55	52	94.5%
Students with Disabilities	94	67	71.3%	83	66	79.5%



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
District	State	District	State	District	State	District	State
20.1%	19.9%	1.1%	18.6%	3.4%	2.8%	1.2%	3.4%
588 students successfully completed at least one Advanced Placement or International Baccalaureate course.		32 students successfully completed at least one dual enrollment course.		100 students earned at least one industry-recognized credential.		35 students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the district participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	108	9,945	19.4%	28.6%	0.9%	16.9%	0.9%	2.2%	0.0%	1.9%
Black or African American	154	25,104	3.9%	12.2%	1.9%	6.2%	2.6%	0.6%	1.9%	0.9%
Hispanic or Latino	405	34,372	13.1%	15.8%	1.0%	13.4%	2.7%	1.9%	1.5%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	2,070	181,931	23.8%	21.7%	1.0%	21.7%	3.7%	3.4%	1.3%	4.2%
Two or More Races	180	9,829	7.8%	15.9%	1.7%	13.7%	3.3%	1.8%	0.0%	1.9%
Economically Disadvantaged	1,198	96,593	7.9%	10.8%	1.1%	12.0%	2.8%	2.1%	0.8%	2.6%
English Learners	157	14,562	6.4%	9.7%	0.6%	12.0%	1.3%	1.3%	0.6%	1.3%
Students with Disabilities	331	34,324	1.5%	3.6%	0.6%	9.6%	3.6%	1.9%	0.6%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the district enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
22.7%	23.0%	0.0%	0.3%	19.2%	18.3%	1.0%	1.6%
666 students successfully completed at least one art & design course.		No students successfully completed a dance course.		561 students successfully completed at least one music course.		30 students successfully completed at least one theater course.	

Student Group Participation

This table compares the percentages of students in the district completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	District	State	District	State	District	State	District	State	District	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	108	9,945	20.4%	20.6%	0.0%	0.3%	10.2%	16.3%	0.0%	0.9%
Black or African American	154	25,104	8.4%	18.7%	0.0%	0.4%	14.9%	8.9%	1.3%	2.5%
Hispanic or Latino	405	34,372	21.0%	21.3%	0.0%	0.2%	15.1%	12.1%	1.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	2,070	181,931	24.5%	24.2%	0.0%	0.3%	20.7%	21.0%	1.0%	1.5%
Two or More Races	180	9,829	20.0%	21.5%	0.0%	0.2%	18.3%	16.5%	1.7%	1.6%
Economically Disadvantaged	1,198	96,593	17.9%	21.8%	0.0%	0.2%	13.1%	13.6%	0.8%	1.5%
English Learners	157	14,562	19.1%	21.6%	0.0%	0.2%	10.2%	9.4%	0.0%	1.1%
Students with Disabilities	331	34,324	16.0%	23.4%	0.0%	0.2%	16.0%	12.0%	0.9%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



November 2022

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OVERVIEW

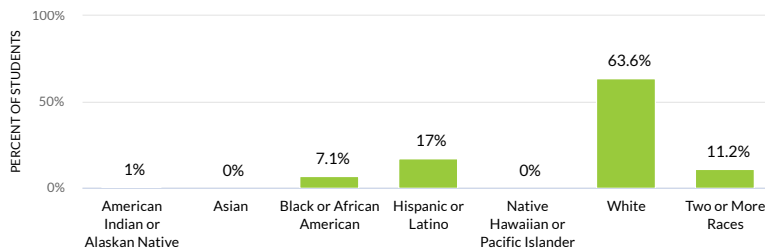
School Details

Grades : K4-5

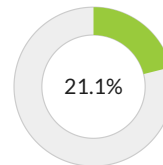
Enrollment : 294

Percent open enrollment : 1.4%

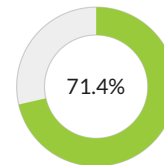
Student Groups



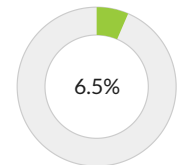
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

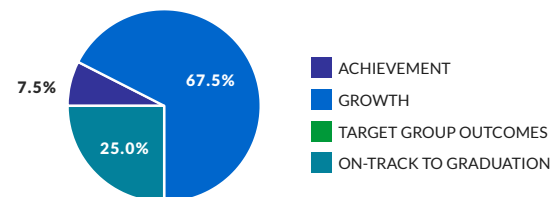
Overall Score

69.5

Meets Expectations

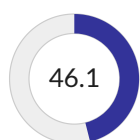


PRIORITY AREA WEIGHTS



Priority Area Scores

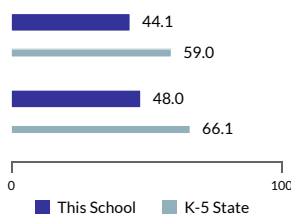
ACHIEVEMENT



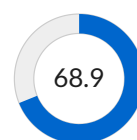
English Language Arts

Mathematics

Subject Area Scores



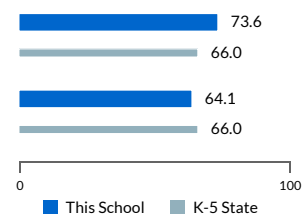
GROWTH



English Language Arts

Mathematics

Subject Area Scores

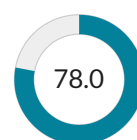


TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



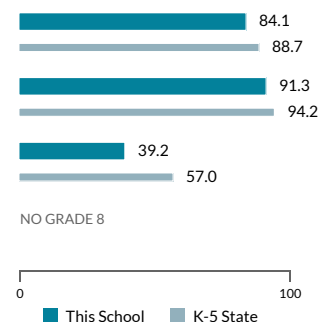
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

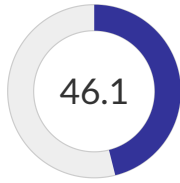




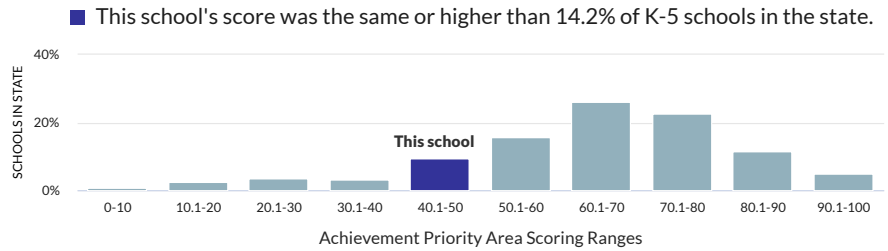
ACHIEVEMENT

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

Priority Area Score



English Language Arts Score: 44.1
Mathematics Score: 48.0



Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



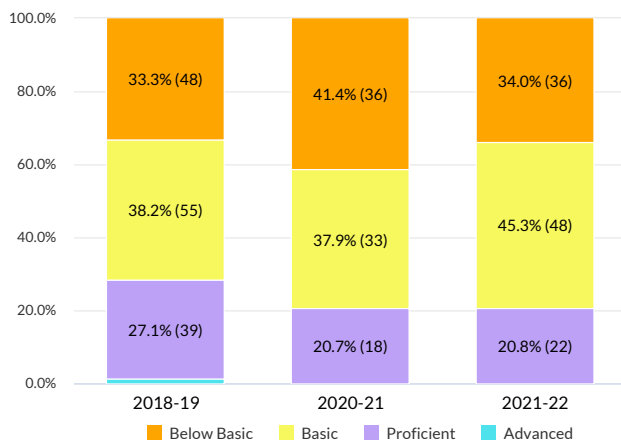
MATHEMATICS



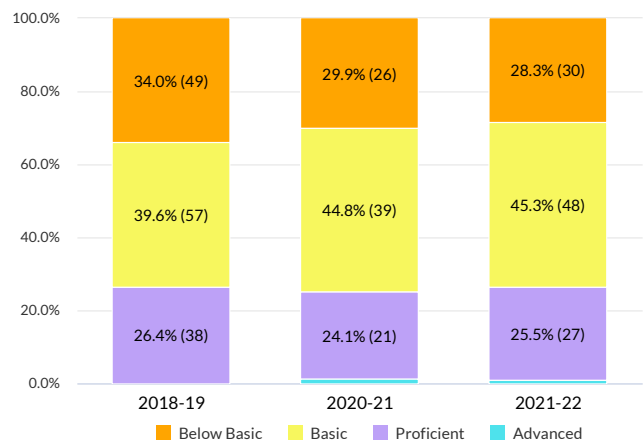
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
99.1%	95.2%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
99.1%	95.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	144	1.4%	27.1%	38.2%	33.3%	87	0.0%	20.7%	37.9%	41.4%	106	0.0%	20.8%	45.3%	34.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	0.0%	20.0%	50.0%	30.0%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	103	1.9%	32.0%	39.8%	26.2%	62	0.0%	21.0%	45.2%	33.9%	71	0.0%	22.5%	45.1%	32.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	90	1.1%	17.8%	41.1%	40.0%	57	0.0%	19.3%	35.1%	45.6%	76	0.0%	17.1%	47.4%	35.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	21	0.0%	0.0%	23.8%	76.2%	25	0.0%	0.0%	48.0%	52.0%

MATHEMATICS

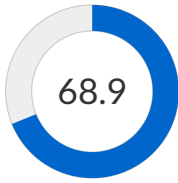
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	144	0.0%	26.4%	39.6%	34.0%	87	1.1%	24.1%	44.8%	29.9%	106	0.9%	25.5%	45.3%	28.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	0.0%	15.0%	45.0%	40.0%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	103	0.0%	33.0%	40.8%	26.2%	62	1.6%	24.2%	48.4%	25.8%	71	1.4%	28.2%	47.9%	22.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	90	0.0%	17.8%	37.8%	44.4%	57	0.0%	22.8%	47.4%	29.8%	76	0.0%	23.7%	43.4%	32.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	21	0.0%	4.8%	33.3%	61.9%	25	0.0%	16.0%	44.0%	40.0%



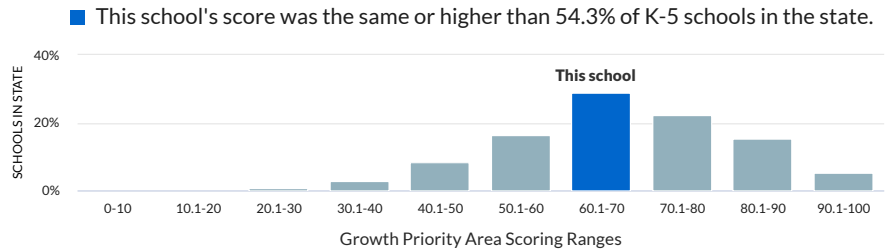
GROWTH

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



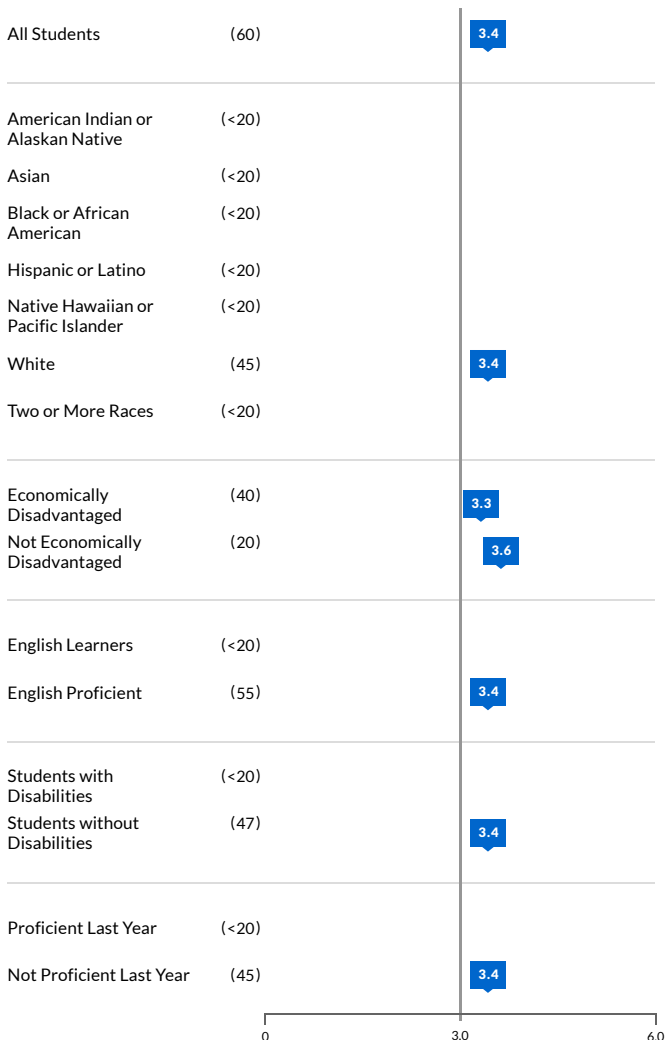
English Language Arts Score: 73.6
Mathematics Score: 64.1



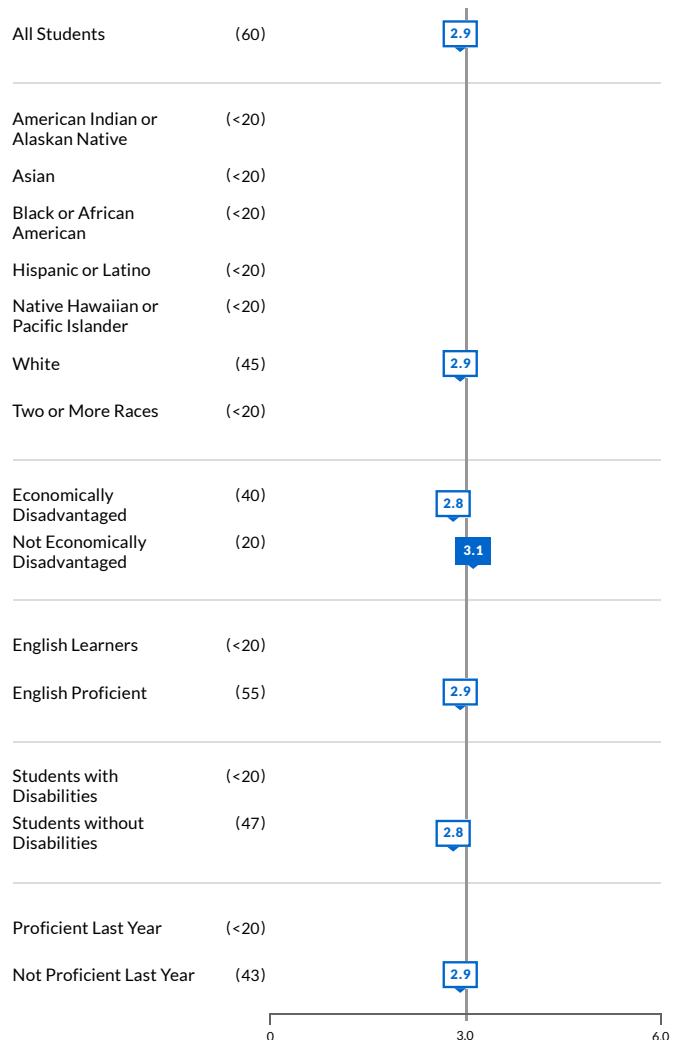
Student Group Value-Added (for information only)

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





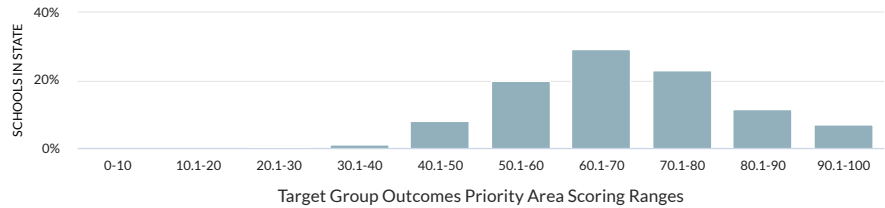
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 is the distribution of scores for K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

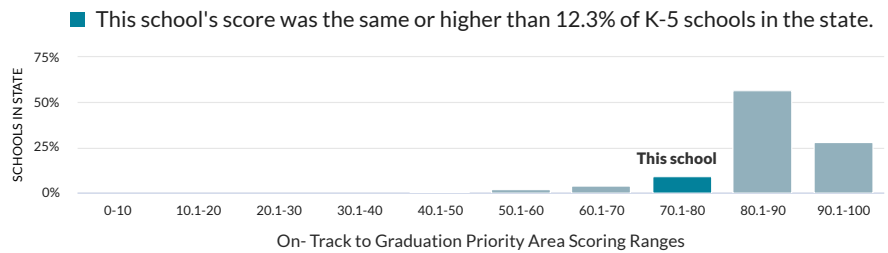
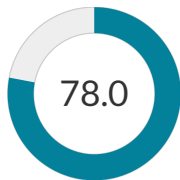
NO DATA TO DISPLAY



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

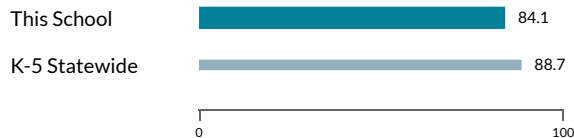


Component Scores

CHRONIC ABSENTEEISM

Score: 84.1

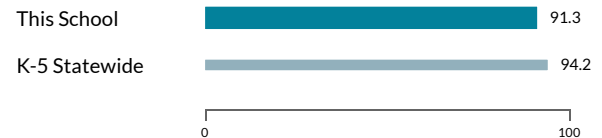
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.3

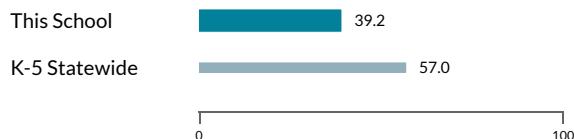
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 39.2

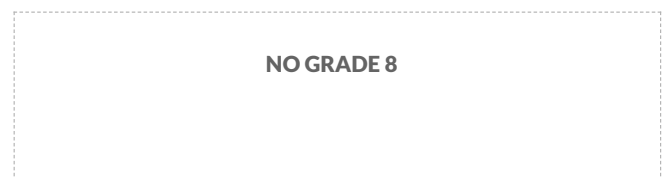
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	292	10.3%	250	15.2%	232	21.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	38	13.2%	36	19.4%	40	37.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	211	7.6%	177	13.6%	152	17.8%
Two or More Races	26	30.8%	27	25.9%	28	17.9%
Economically Disadvantaged	186	13.4%	163	19.0%	159	27.7%
English Learners	25	4.0%	21	14.3%	<20	*
Students with Disabilities	46	13.0%	43	25.6%	46	19.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



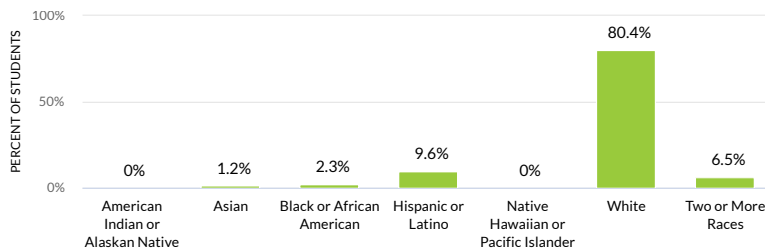


OVERVIEW

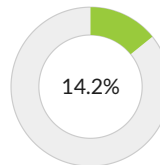
School Details

Grades : PK-5
Enrollment : 260
Percent open enrollment : 4.2%

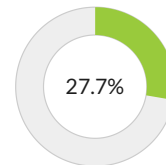
Student Groups



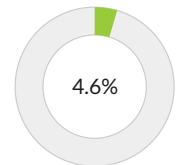
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

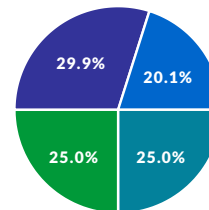
Overall Score

67.7

Meets Expectations



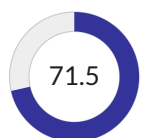
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

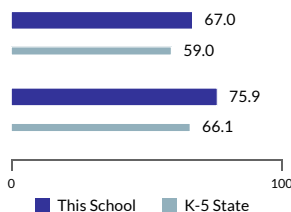
Priority Area Scores

ACHIEVEMENT

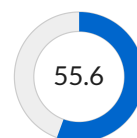


English Language Arts
Mathematics

Subject Area Scores

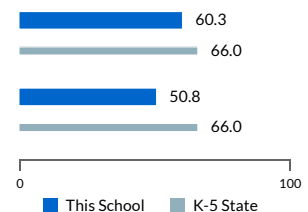


GROWTH

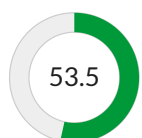


English Language Arts
Mathematics

Subject Area Scores

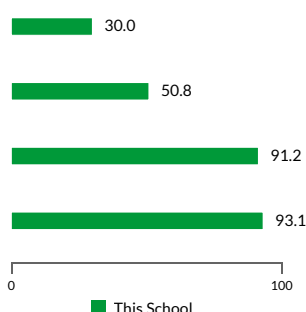


TARGET GROUP OUTCOMES

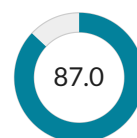


Achievement
Growth

Group Scores

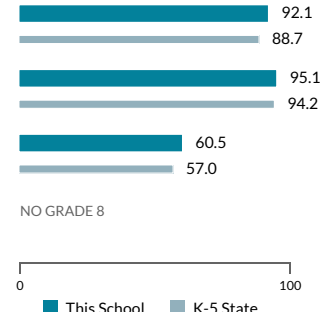


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

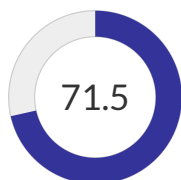




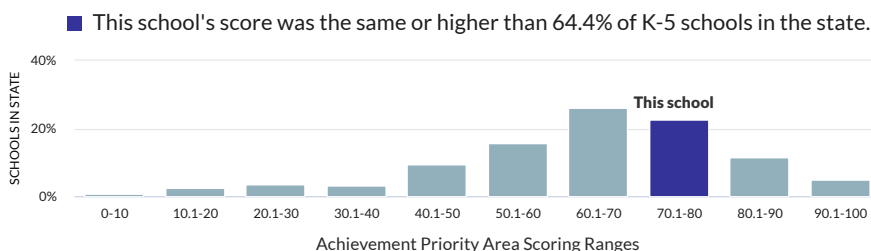
ACHIEVEMENT

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

Priority Area Score



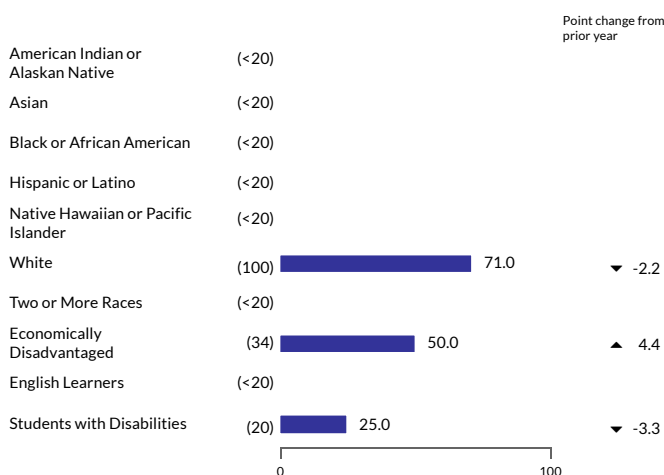
English Language Arts Score: 67.0
Mathematics Score: 75.9



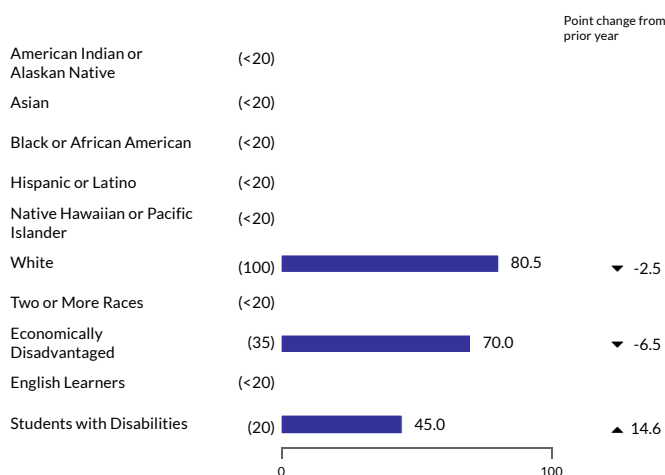
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



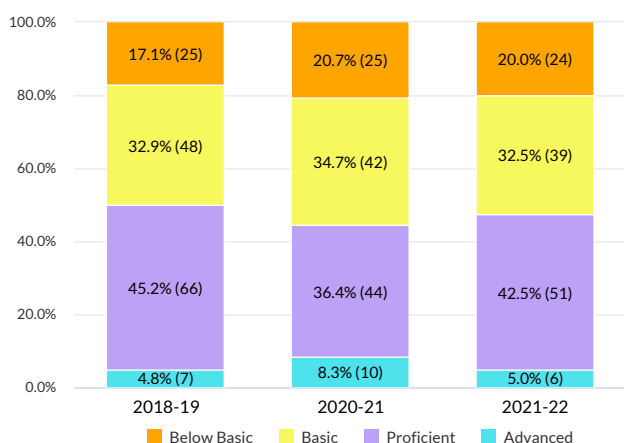
MATHEMATICS



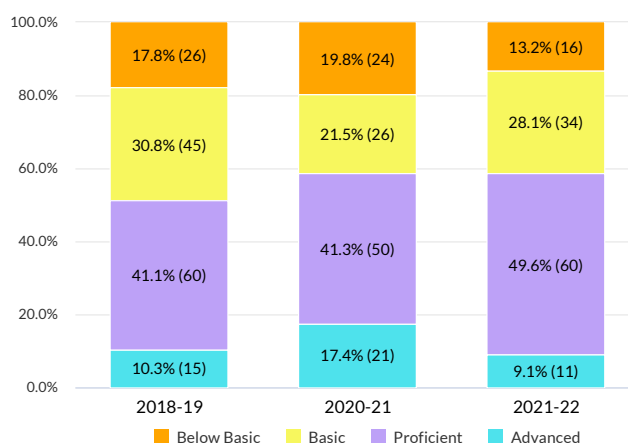
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.6%	87.0%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
97.6%	87.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	146	4.8%	45.2%	32.9%	17.1%	121	8.3%	36.4%	34.7%	20.7%	120	5.0%	42.5%	32.5%	20.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	116	6.0%	50.9%	29.3%	13.8%	97	10.3%	41.2%	33.0%	15.5%	100	6.0%	47.0%	30.0%	17.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	45	0.0%	33.3%	28.9%	37.8%	34	2.9%	20.6%	41.2%	35.3%	34	0.0%	29.4%	41.2%	29.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	26	0.0%	15.4%	26.9%	57.7%	23	0.0%	13.0%	30.4%	56.5%	20	0.0%	15.0%	20.0%	65.0%

MATHEMATICS

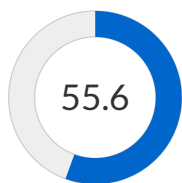
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	146	10.3%	41.1%	30.8%	17.8%	121	17.4%	41.3%	21.5%	19.8%	121	9.1%	49.6%	28.1%	13.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	116	11.2%	44.8%	28.4%	15.5%	97	20.6%	40.2%	23.7%	15.5%	100	11.0%	50.0%	28.0%	11.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	45	2.2%	31.1%	31.1%	35.6%	34	20.6%	35.3%	20.6%	23.5%	35	5.7%	45.7%	31.4%	17.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	26	0.0%	15.4%	26.9%	57.7%	23	4.3%	13.0%	21.7%	60.9%	20	5.0%	25.0%	25.0%	45.0%



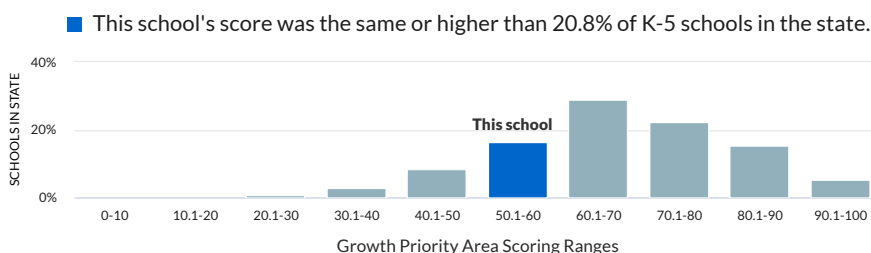
GROWTH

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



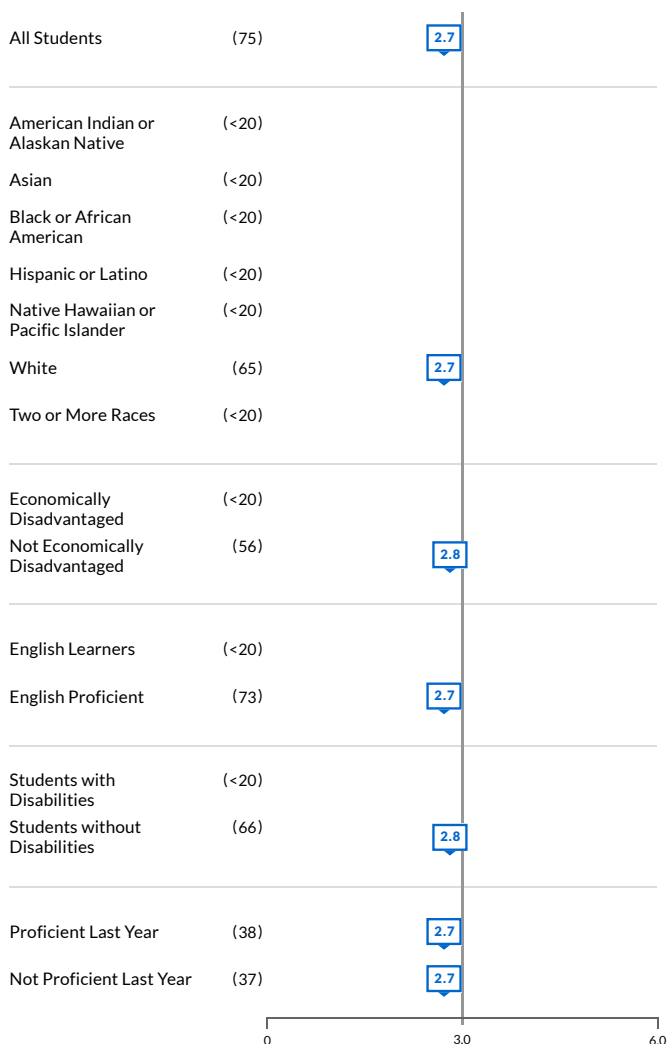
English Language Arts Score: 60.3
Mathematics Score: 50.8



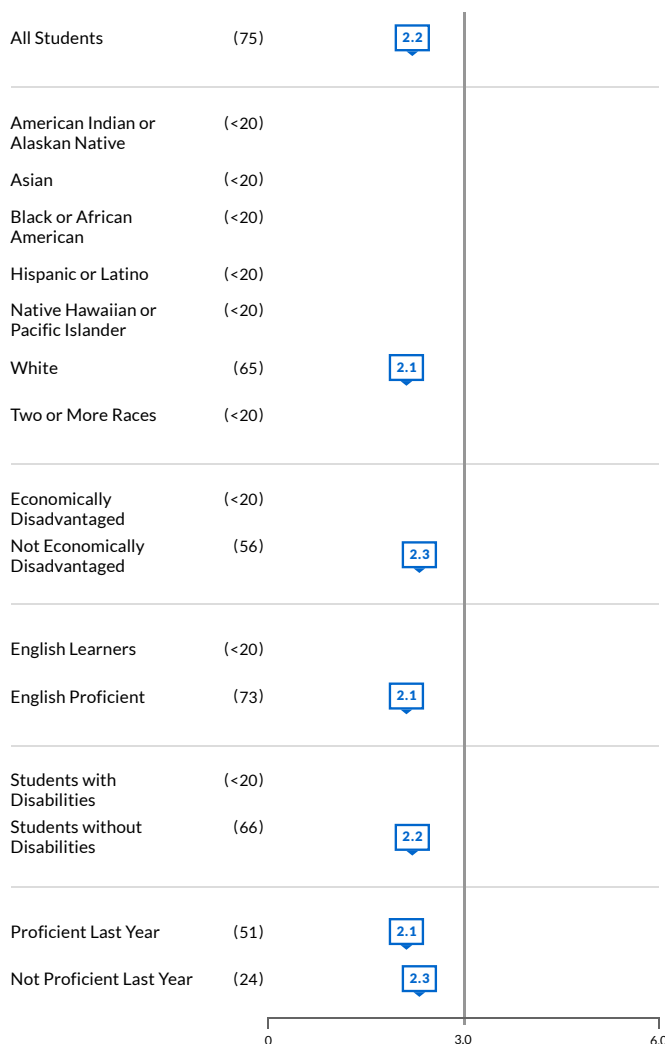
Student Group Value-Added (for information only)

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

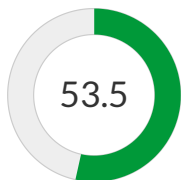




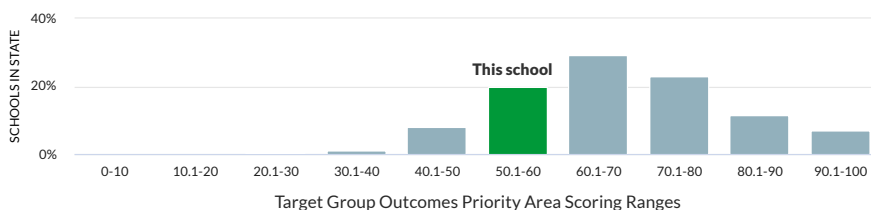
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 14.4% of K-5 schools in the state.



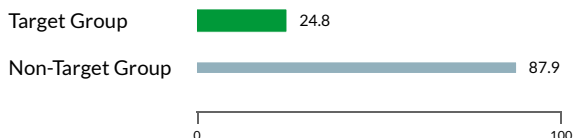
Component Scores

ACHIEVEMENT

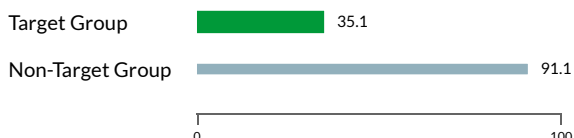
Score: 30.0

Average points-based proficiency rates.

English Language Arts



Mathematics

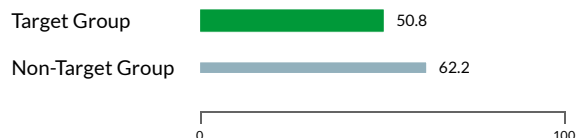


GROWTH

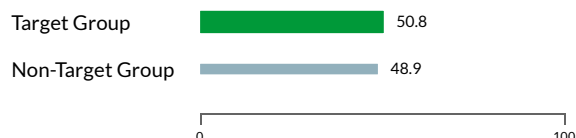
Score: 50.8

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

English Language Arts



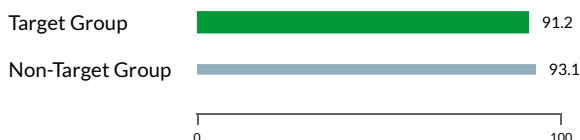
Mathematics



CHRONIC ABSENTEEISM

Score: 91.2

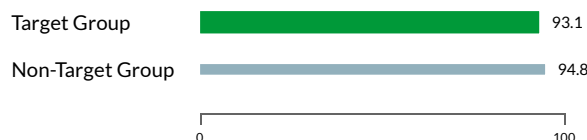
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 93.1

This score is the overall attendance rate for the Target Group in 2020-21.

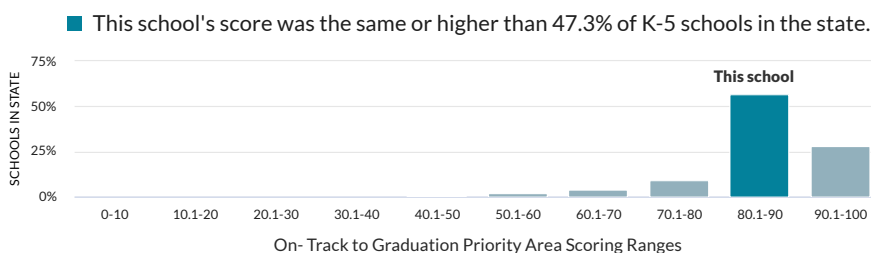
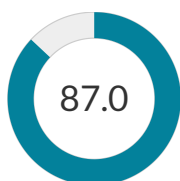




ON-TRACK TO GRADUATION

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

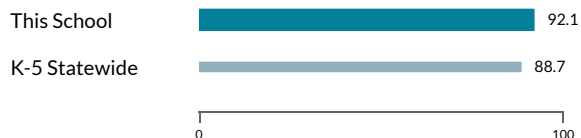


Component Scores

CHRONIC ABSENTEEISM

Score: 92.1

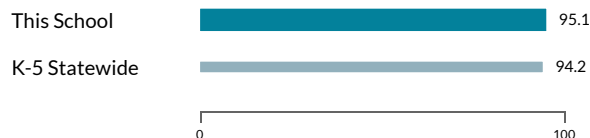
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.1

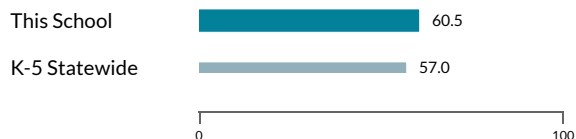
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 60.5

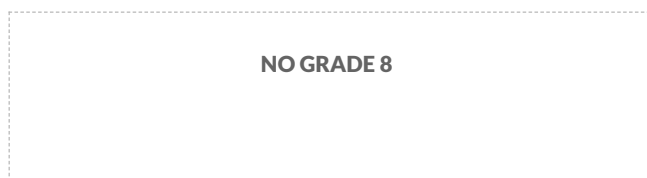
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	282	5.0%	279	5.7%	271	11.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	22	18.2%	29	13.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	232	2.6%	221	4.1%	208	9.1%
Two or More Races	22	31.8%	26	3.8%	25	24.0%
Economically Disadvantaged	94	11.7%	90	12.2%	87	27.6%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	52	5.8%	45	15.6%	44	15.9%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

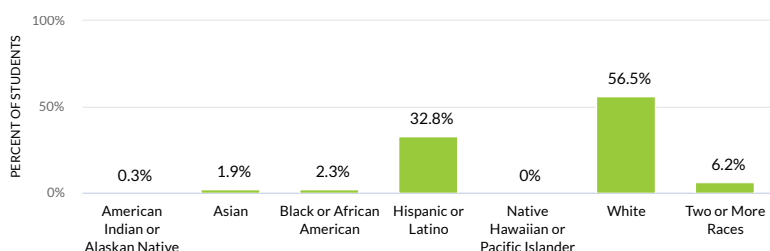
School Details

Grades : K4-5

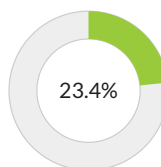
Enrollment : 308

Percent open enrollment : 1.6%

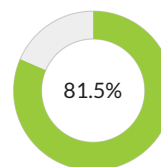
Student Groups



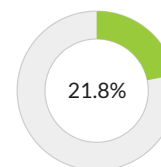
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

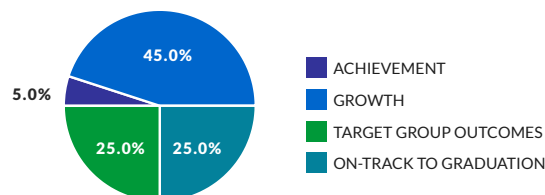
Overall Score

82.0

Exceeds Expectations

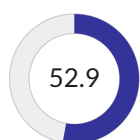


PRIORITY AREA WEIGHTS



Priority Area Scores

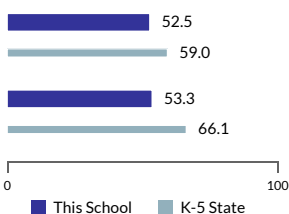
ACHIEVEMENT



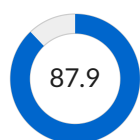
English Language Arts

Mathematics

Subject Area Scores



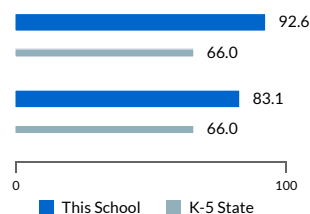
GROWTH



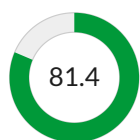
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



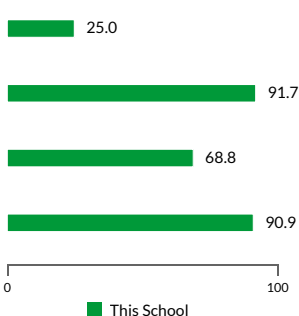
Achievement

Growth

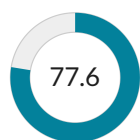
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



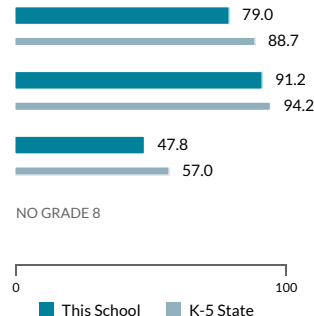
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

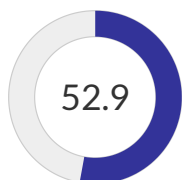




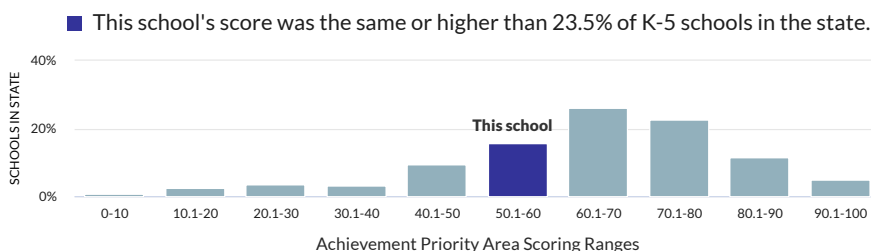
ACHIEVEMENT

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

Priority Area Score



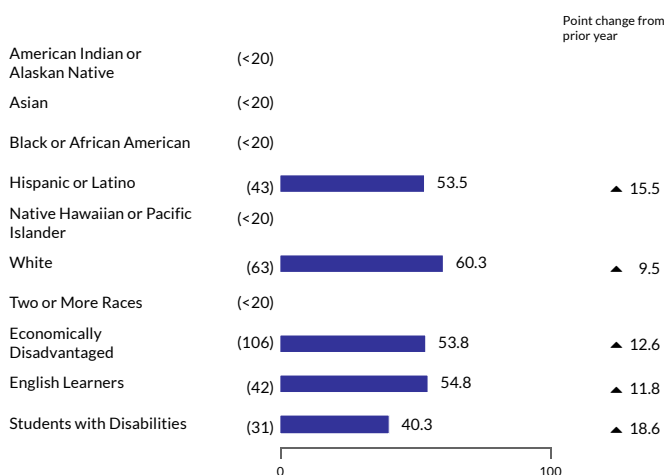
English Language Arts Score: 52.5
Mathematics Score: 53.3



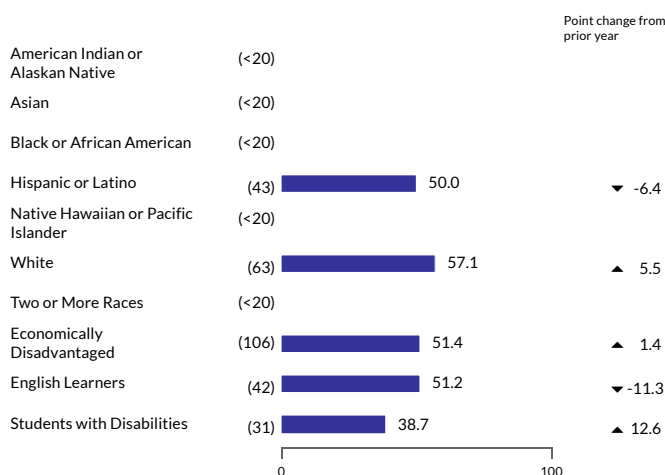
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



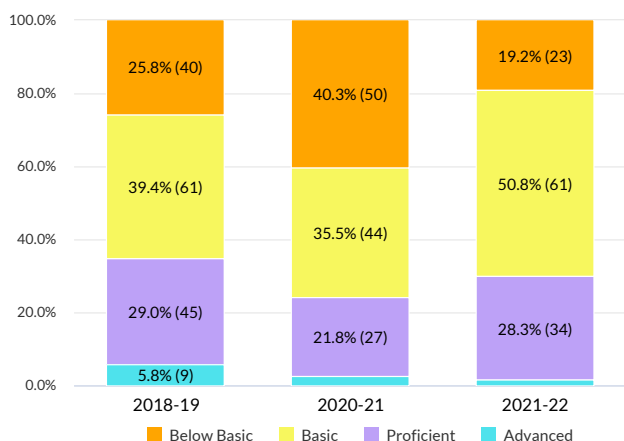
MATHEMATICS



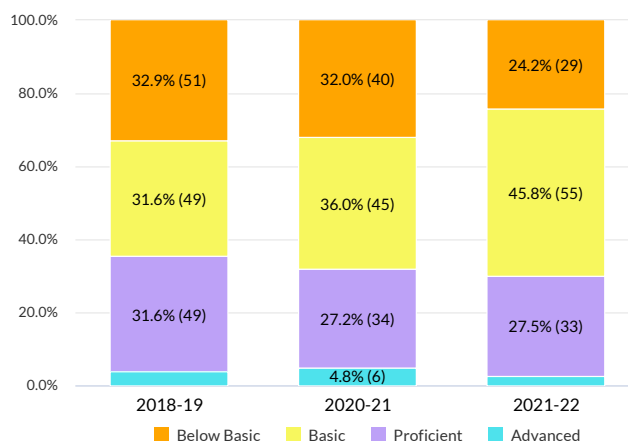
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.2%	97.1%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.2%	97.1%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	155	5.8%	29.0%	39.4%	25.8%	124	2.4%	21.8%	35.5%	40.3%	120	1.7%	28.3%	50.8%	19.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	46	6.5%	34.8%	37.0%	21.7%	46	0.0%	19.6%	37.0%	43.5%	43	0.0%	25.6%	55.8%	18.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	93	6.5%	26.9%	43.0%	23.7%	63	3.2%	27.0%	38.1%	31.7%	63	3.2%	33.3%	44.4%	19.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	121	5.8%	26.4%	40.5%	27.3%	102	1.0%	20.6%	38.2%	40.2%	106	0.9%	25.5%	53.8%	19.8%
English Learners	42	7.1%	28.6%	40.5%	23.8%	43	0.0%	23.3%	39.5%	37.2%	42	0.0%	26.2%	57.1%	16.7%
Students with Disabilities	33	0.0%	9.1%	18.2%	72.7%	23	0.0%	13.0%	17.4%	69.6%	31	3.2%	12.9%	45.2%	38.7%

MATHEMATICS

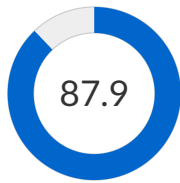
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	155	3.9%	31.6%	31.6%	32.9%	125	4.8%	27.2%	36.0%	32.0%	120	2.5%	27.5%	45.8%	24.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	46	2.2%	34.8%	28.3%	34.8%	47	6.4%	27.7%	38.3%	27.7%	43	0.0%	25.6%	48.8%	25.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	93	5.4%	31.2%	36.6%	26.9%	63	3.2%	30.2%	33.3%	33.3%	63	4.8%	27.0%	46.0%	22.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	121	2.5%	28.1%	35.5%	33.9%	102	4.9%	23.5%	38.2%	33.3%	106	1.9%	24.5%	48.1%	25.5%
English Learners	42	4.8%	28.6%	33.3%	33.3%	44	6.8%	34.1%	36.4%	22.7%	42	0.0%	26.2%	50.0%	23.8%
Students with Disabilities	33	0.0%	12.1%	21.2%	66.7%	23	4.3%	13.0%	13.0%	69.6%	31	6.5%	9.7%	38.7%	45.2%



GROWTH

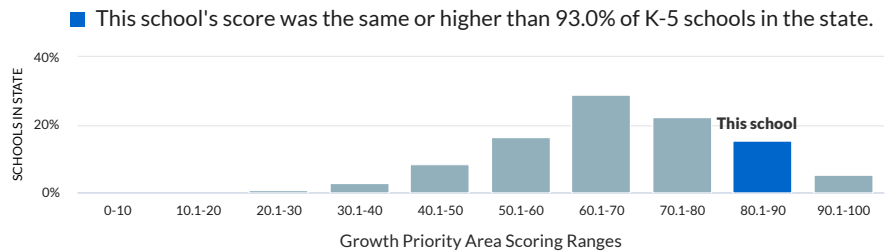
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 92.6

Mathematics Score: 83.1



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	(69)	4.4
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(22)	4.5
Native Hawaiian or Pacific Islander	(<20)	
White	(37)	4.3
Two or More Races	(<20)	
Economically Disadvantaged	(60)	4.4
Not Economically Disadvantaged	(<20)	
English Learners	(22)	4.4
English Proficient	(47)	4.4
Students with Disabilities	(<20)	
Students without Disabilities	(54)	4.5
Proficient Last Year	(<20)	
Not Proficient Last Year	(59)	4.5

MATHEMATICS

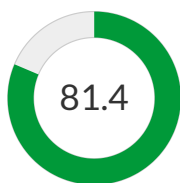
All Students	(69)	3.9
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(22)	3.9
Native Hawaiian or Pacific Islander	(<20)	
White	(37)	3.9
Two or More Races	(<20)	
Economically Disadvantaged	(60)	4.0
Not Economically Disadvantaged	(<20)	
English Learners	(22)	4.0
English Proficient	(47)	3.9
Students with Disabilities	(<20)	
Students without Disabilities	(54)	3.9
Proficient Last Year	(<20)	
Not Proficient Last Year	(55)	4.0



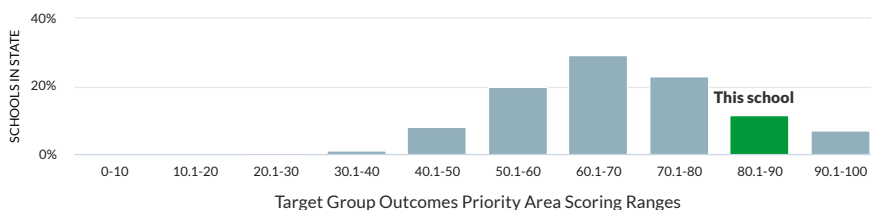
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 83.8% of K-5 schools in the state.



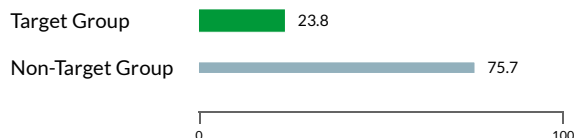
Component Scores

ACHIEVEMENT

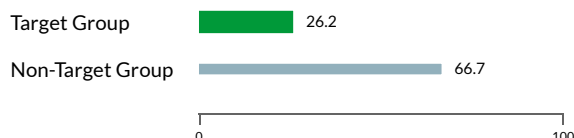
Score: 25.0

Average points-based proficiency rates.

English Language Arts



Mathematics

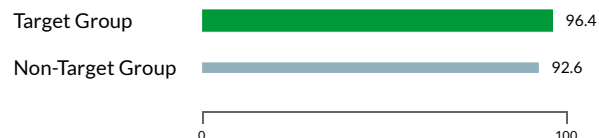


GROWTH

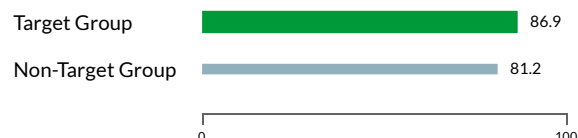
Score: 91.7

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

English Language Arts



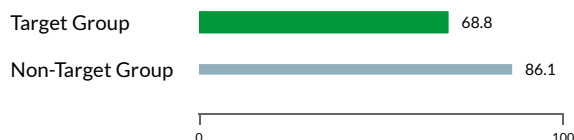
Mathematics



CHRONIC ABSENTEEISM

Score: 68.8

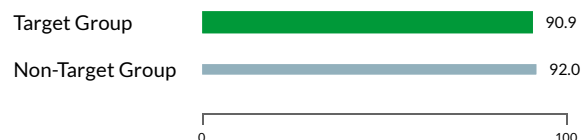
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.9

This score is the overall attendance rate for the Target Group in 2020-21.

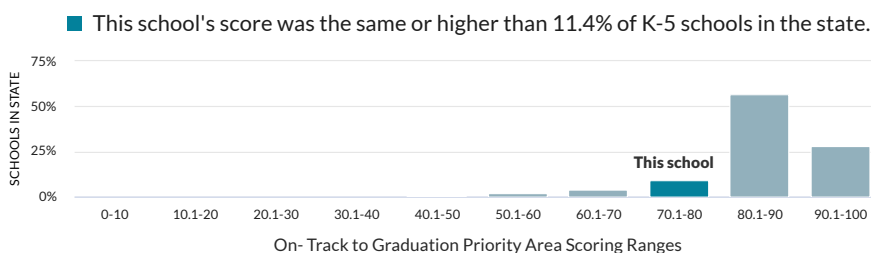
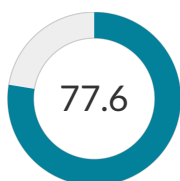




ON-TRACK TO GRADUATION

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

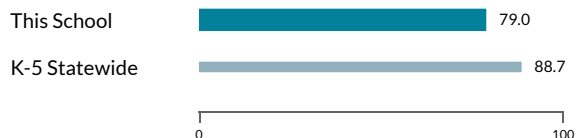


Component Scores

CHRONIC ABSENTEEISM

Score: 79.0

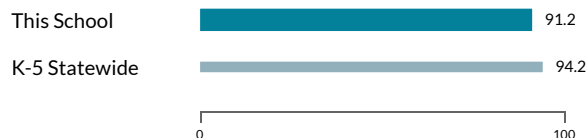
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.2

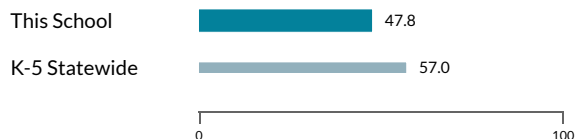
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 47.8

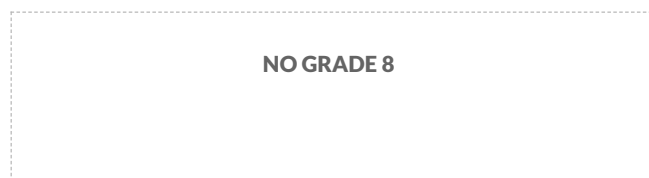
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	311	19.0%	308	19.8%	297	23.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	93	20.4%	96	22.9%	107	28.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	175	16.6%	180	19.4%	163	20.9%
Two or More Races	24	12.5%	21	14.3%	<20	*
Economically Disadvantaged	254	20.9%	255	21.2%	239	24.3%
English Learners	82	14.6%	89	16.9%	87	20.7%
Students with Disabilities	66	31.8%	65	30.8%	61	29.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

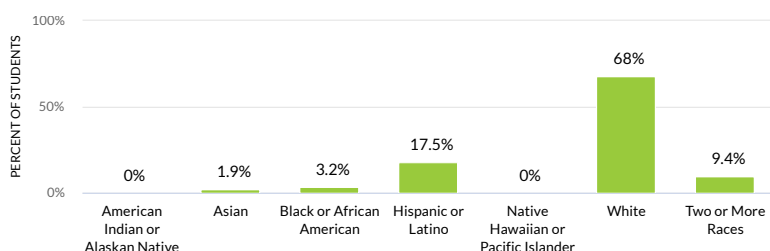
School Details

Grades : K4-5

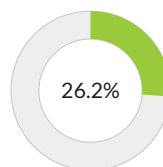
Enrollment : 309

Percent open enrollment : 2.3%

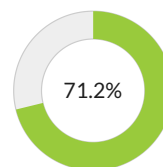
Student Groups



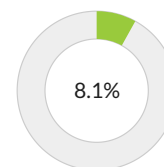
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

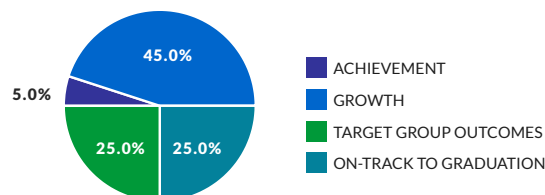
Overall Score

70.3

Exceeds Expectations

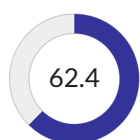


PRIORITY AREA WEIGHTS



Priority Area Scores

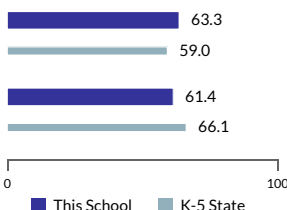
ACHIEVEMENT



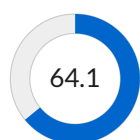
English Language Arts

Mathematics

Subject Area Scores



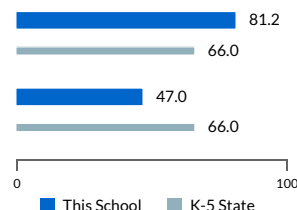
GROWTH



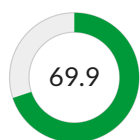
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



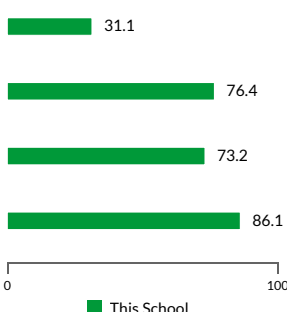
Achievement

Growth

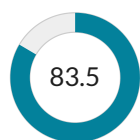
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



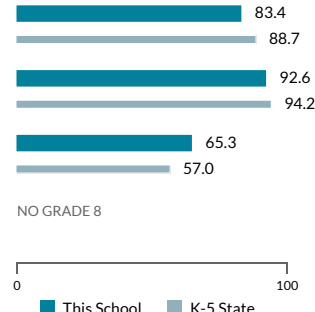
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

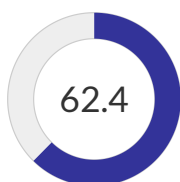




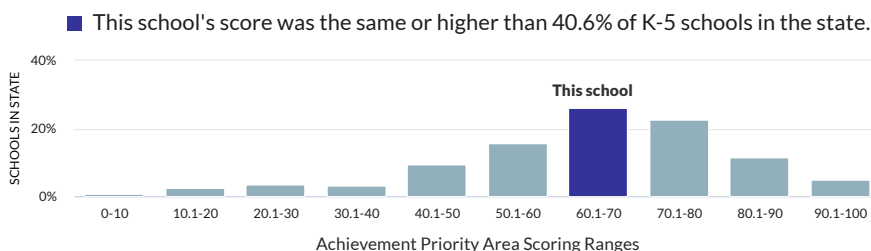
ACHIEVEMENT

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

Priority Area Score



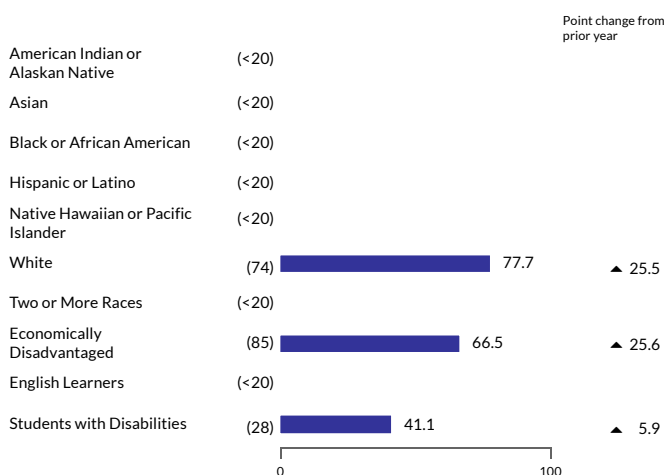
English Language Arts Score: 63.3
Mathematics Score: 61.4



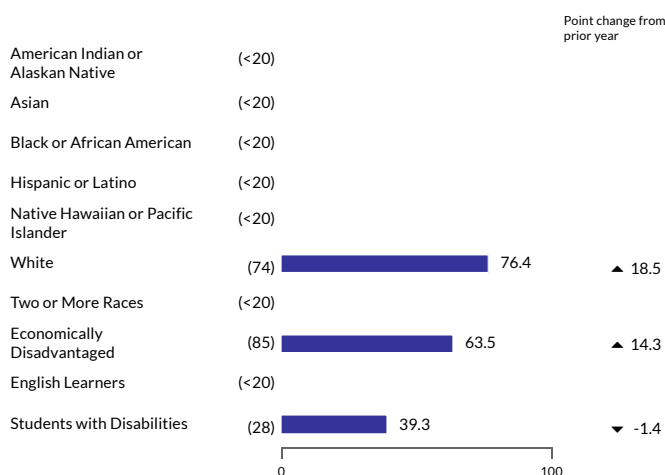
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



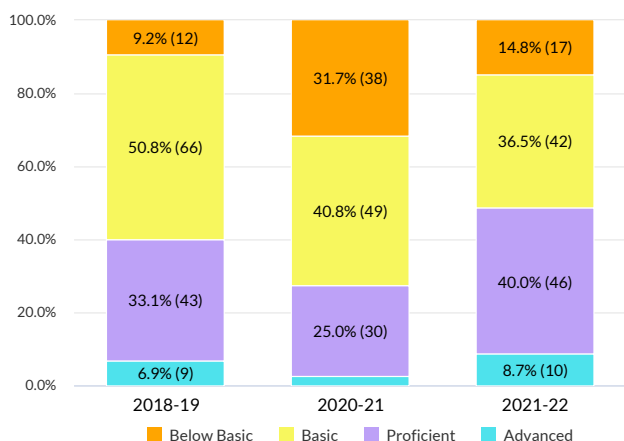
MATHEMATICS



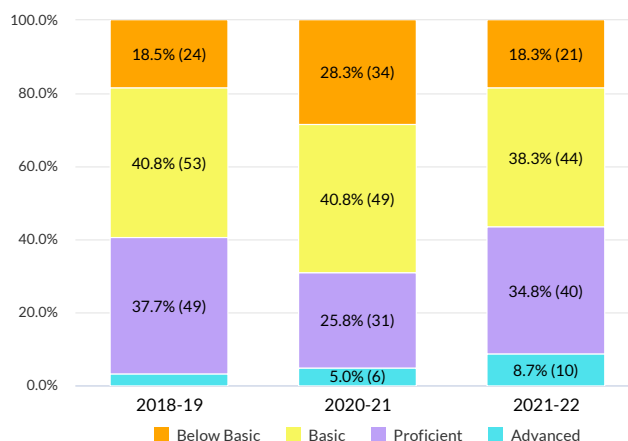
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.2%	96.7%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.2%	96.7%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	130	6.9%	33.1%	50.8%	9.2%	120	2.5%	25.0%	40.8%	31.7%	115	8.7%	40.0%	36.5%	14.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	24	8.3%	37.5%	41.7%	12.5%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	91	7.7%	31.9%	52.7%	7.7%	89	1.1%	29.2%	42.7%	27.0%	74	12.2%	43.2%	32.4%	12.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	82	4.9%	30.5%	54.9%	9.8%	66	1.5%	18.2%	40.9%	39.4%	85	7.1%	35.3%	41.2%	16.5%
English Learners	28	3.6%	42.9%	46.4%	7.1%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	23	0.0%	13.0%	52.2%	34.8%	27	0.0%	22.2%	25.9%	51.9%	28	3.6%	14.3%	42.9%	39.3%

MATHEMATICS

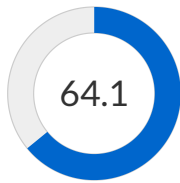
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	130	3.1%	37.7%	40.8%	18.5%	120	5.0%	25.8%	40.8%	28.3%	115	8.7%	34.8%	38.3%	18.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	24	4.2%	29.2%	37.5%	29.2%	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	91	3.3%	40.7%	41.8%	14.3%	89	4.5%	30.3%	41.6%	23.6%	74	10.8%	41.9%	36.5%	10.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	82	0.0%	34.1%	46.3%	19.5%	66	4.5%	21.2%	42.4%	31.8%	85	9.4%	29.4%	40.0%	21.2%
English Learners	28	0.0%	46.4%	42.9%	10.7%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	23	0.0%	26.1%	30.4%	43.5%	27	7.4%	14.8%	29.6%	48.1%	28	3.6%	14.3%	39.3%	42.9%



GROWTH

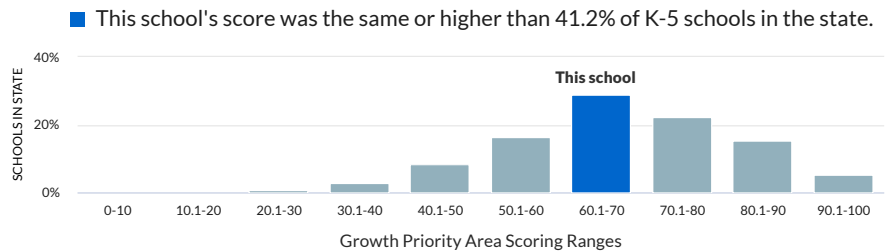
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 81.2

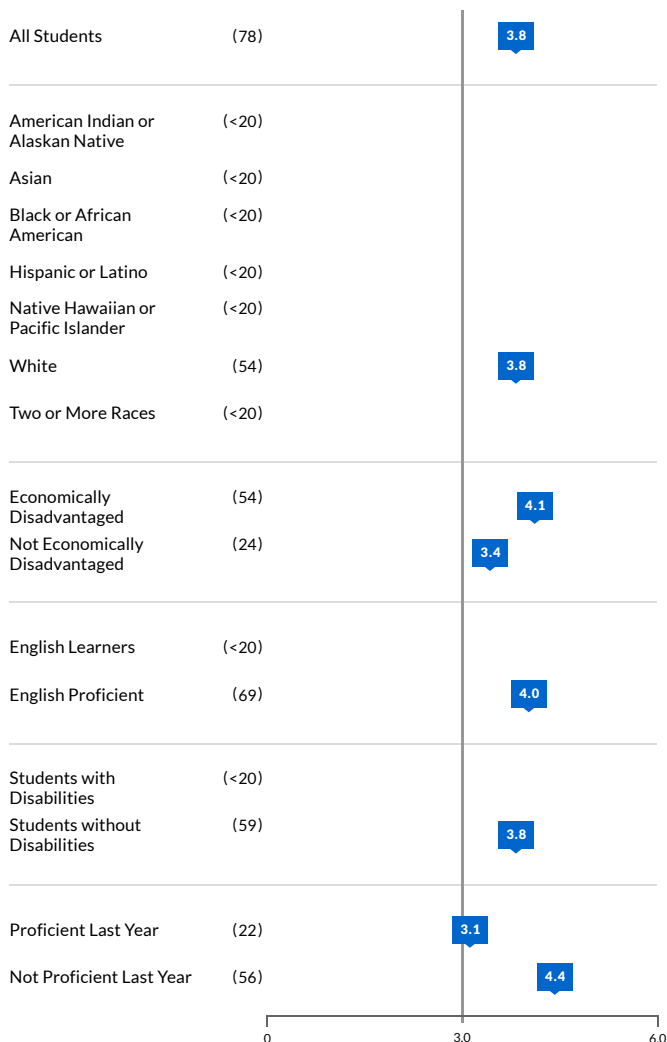
Mathematics Score: 47.0



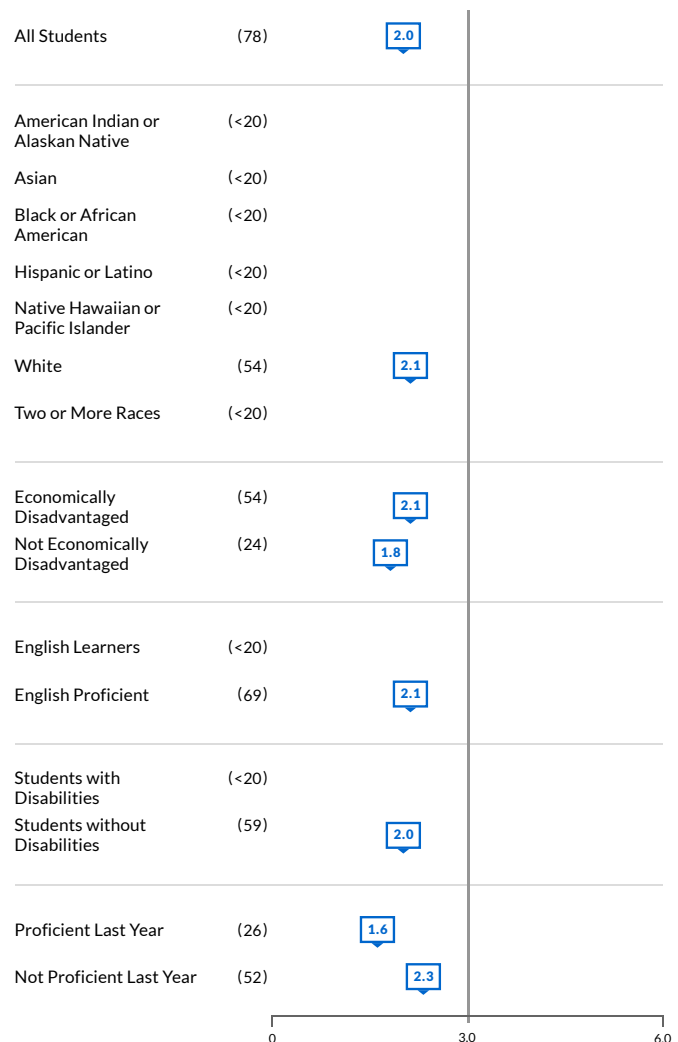
Student Group Value-Added (for information only)

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

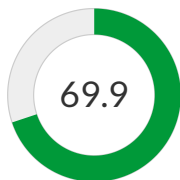




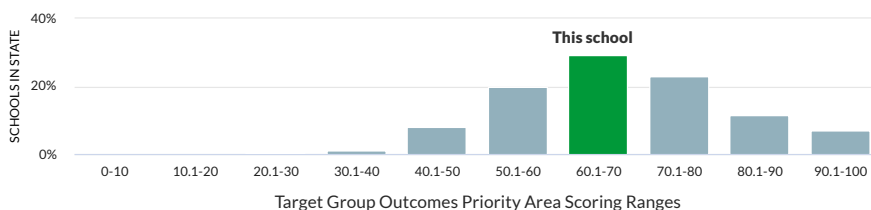
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 58.4% of K-5 schools in the state.



Component Scores

ACHIEVEMENT

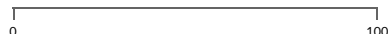
Score: 31.1

Average points-based proficiency rates.

English Language Arts

Target Group 35.1

Non-Target Group NA



Mathematics

Target Group 27.0

Non-Target Group 71.7



GROWTH

Score: 76.4

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

English Language Arts

Target Group 100.0

Non-Target Group 79.3



Mathematics

Target Group 52.7

Non-Target Group 45.1



CHRONIC ABSENTEEISM

Score: 73.2

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 73.2

Non-Target Group 85.3



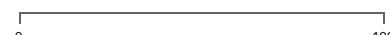
ATTENDANCE

Score: 86.1

This score is the overall attendance rate for the Target Group in 2020-21.

Target Group 86.1

Non-Target Group 93.6

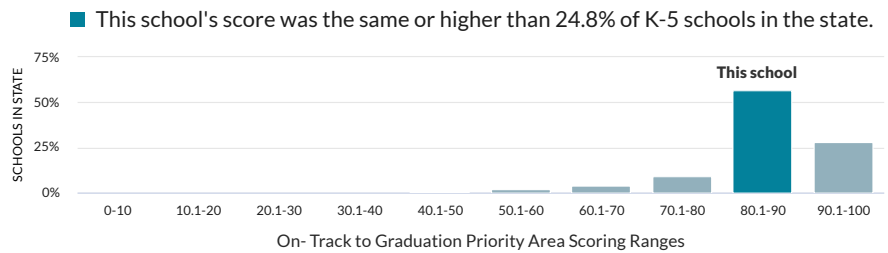
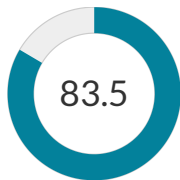




ON-TRACK TO GRADUATION

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

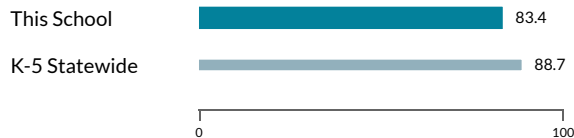


Component Scores

CHRONIC ABSENTEEISM

Score: 83.4

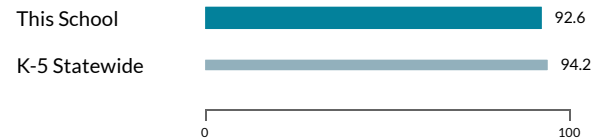
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.6

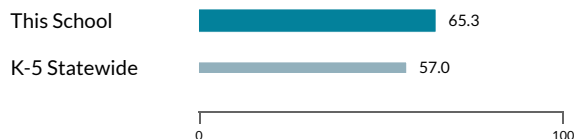
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.3

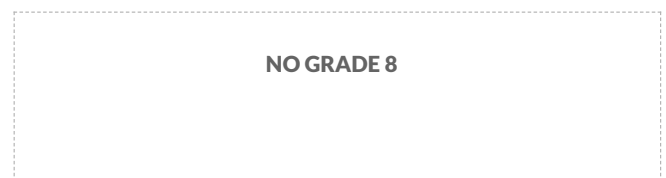
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	277	11.6%	294	16.0%	283	20.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	47	14.9%	45	20.0%	42	16.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	186	9.7%	208	13.9%	201	14.9%
Two or More Races	23	4.3%	20	15.0%	26	53.8%
Economically Disadvantaged	175	14.3%	194	21.6%	174	28.2%
English Learners	46	6.5%	39	10.3%	26	19.2%
Students with Disabilities	58	24.1%	63	31.7%	65	24.6%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

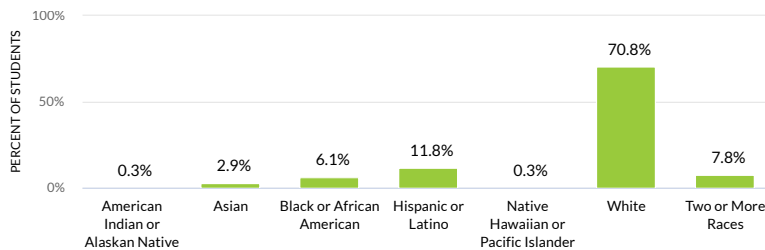
School Details

Grades : PK-5

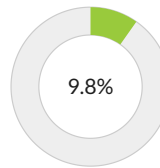
Enrollment : 346

Percent open enrollment : 14.7%

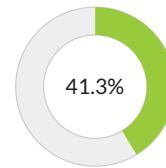
Student Groups



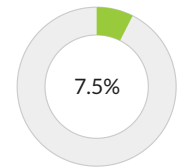
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

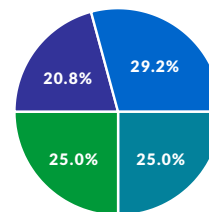
Overall Score

72.4

Exceeds Expectations



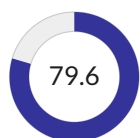
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

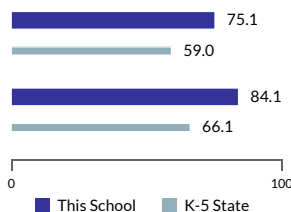
ACHIEVEMENT



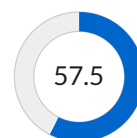
English Language Arts

Mathematics

Subject Area Scores



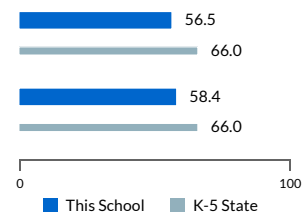
GROWTH



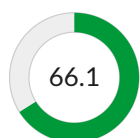
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



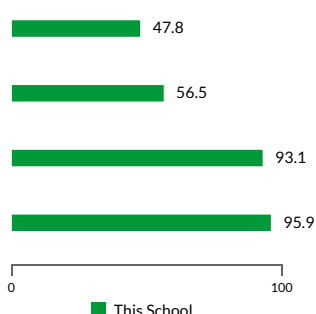
Achievement

Growth

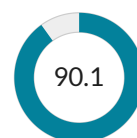
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



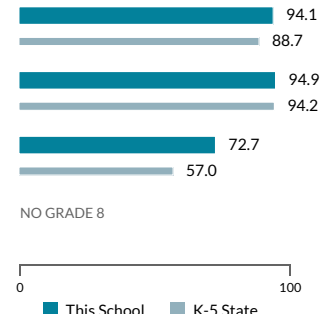
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

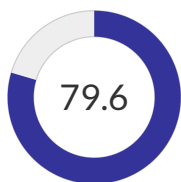




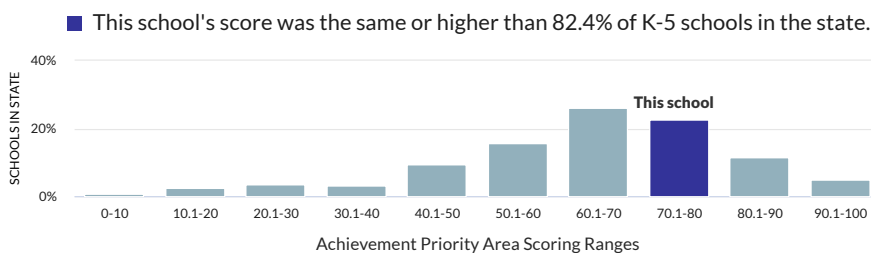
ACHIEVEMENT

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

Priority Area Score



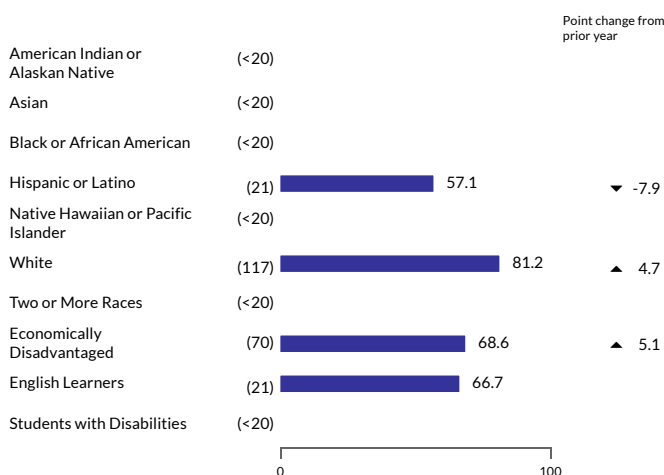
English Language Arts Score: 75.1
Mathematics Score: 84.1



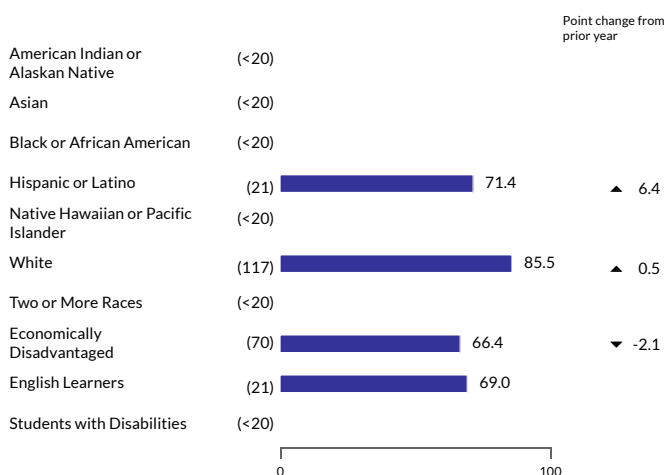
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



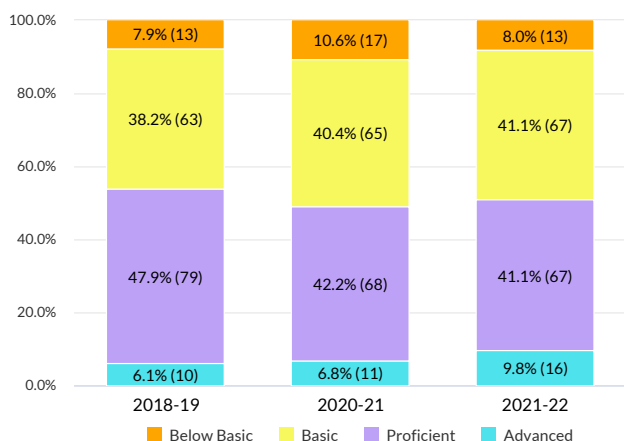
MATHEMATICS



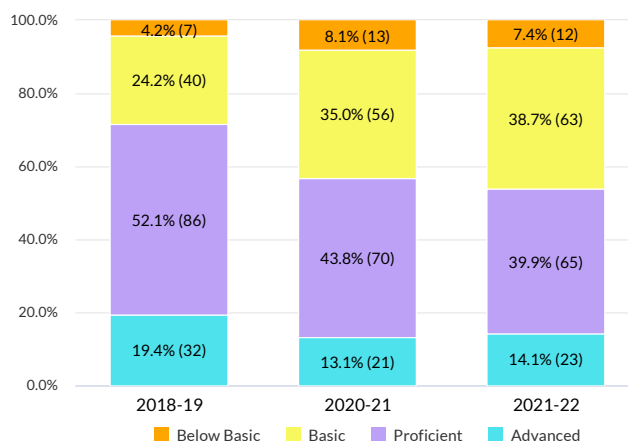
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
99.4%	95.7%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
99.4%	95.7%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	165	6.1%	47.9%	38.2%	7.9%	161	6.8%	42.2%	40.4%	10.6%	163	9.8%	41.1%	41.1%	8.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	22	4.5%	36.4%	36.4%	22.7%	20	10.0%	30.0%	40.0%	20.0%	21	0.0%	38.1%	38.1%	23.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	123	7.3%	51.2%	35.8%	5.7%	113	8.0%	43.4%	42.5%	6.2%	117	12.0%	42.7%	41.0%	4.3%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	63	3.2%	38.1%	46.0%	12.7%	63	4.8%	33.3%	46.0%	15.9%	70	2.9%	38.6%	51.4%	7.1%
English Learners	<20	*	*	*	*	<20	*	*	*	*	21	4.8%	38.1%	42.9%	14.3%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

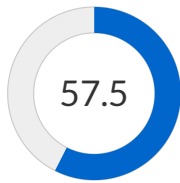
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	165	19.4%	52.1%	24.2%	4.2%	160	13.1%	43.8%	35.0%	8.1%	163	14.1%	39.9%	38.7%	7.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	22	9.1%	50.0%	36.4%	4.5%	20	10.0%	35.0%	30.0%	25.0%	21	9.5%	33.3%	47.6%	9.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	123	23.6%	50.4%	22.0%	4.1%	113	15.0%	44.2%	36.3%	4.4%	117	16.2%	44.4%	33.3%	6.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	63	9.5%	47.6%	34.9%	7.9%	62	6.5%	37.1%	43.5%	12.9%	70	8.6%	24.3%	58.6%	8.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	21	19.0%	9.5%	61.9%	9.5%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



GROWTH

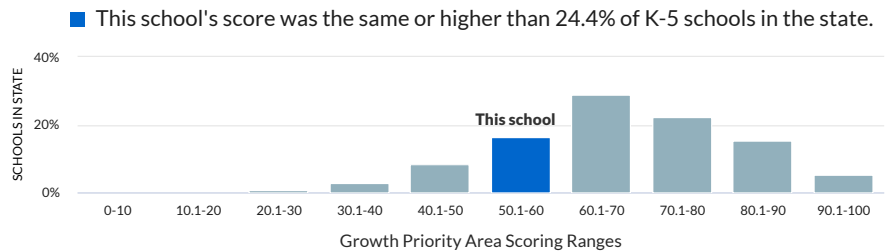
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 56.5

Mathematics Score: 58.4



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	(101)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(69)	2.5
Two or More Races	(<20)	
Economically Disadvantaged	(47)	2.5
Not Economically Disadvantaged	(54)	2.5
English Learners	(<20)	
English Proficient	(87)	2.4
Students with Disabilities	(<20)	
Students without Disabilities	(90)	2.5
Proficient Last Year	(49)	2.2
Not Proficient Last Year	(52)	3.0

MATHEMATICS

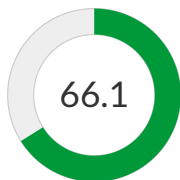
All Students	(101)	2.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(69)	2.6
Two or More Races	(<20)	
Economically Disadvantaged	(47)	2.4
Not Economically Disadvantaged	(54)	2.7
English Learners	(<20)	
English Proficient	(87)	2.5
Students with Disabilities	(<20)	
Students without Disabilities	(90)	2.5
Proficient Last Year	(55)	2.7
Not Proficient Last Year	(46)	2.3



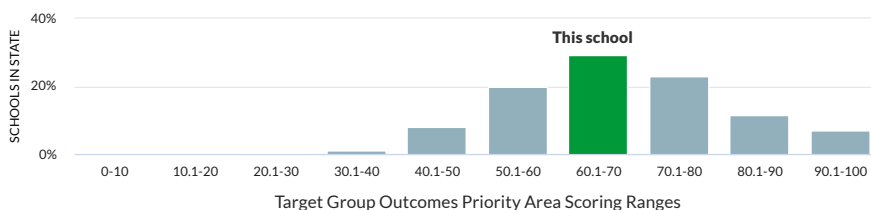
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 46.1% of K-5 schools in the state.



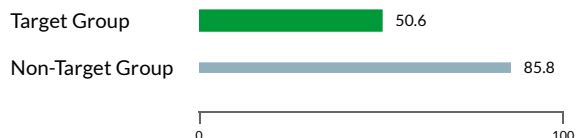
Component Scores

ACHIEVEMENT

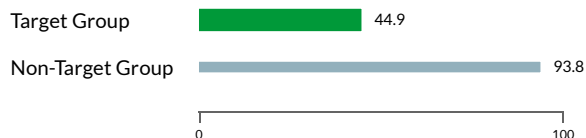
Score: 47.8

Average points-based proficiency rates.

English Language Arts



Mathematics

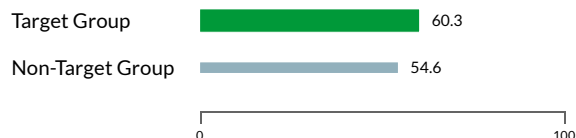


GROWTH

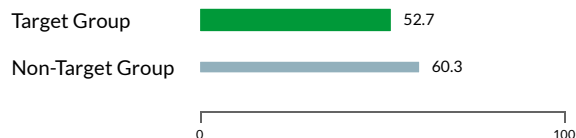
Score: 56.5

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

English Language Arts



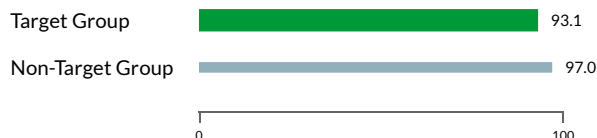
Mathematics



CHRONIC ABSENTEEISM

Score: 93.1

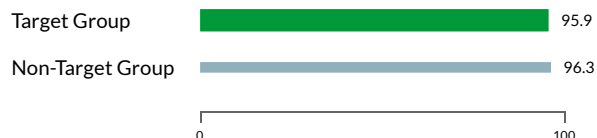
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.9

This score is the overall attendance rate for the Target Group in 2020-21.

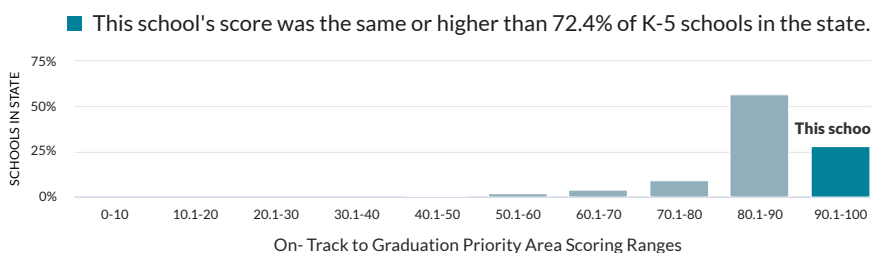
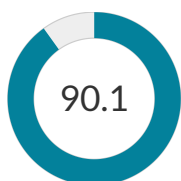




ON-TRACK TO GRADUATION

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

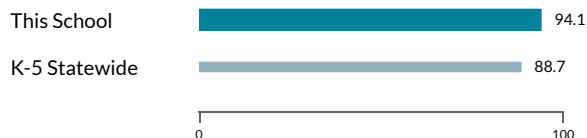


Component Scores

CHRONIC ABSENTEEISM

Score: 94.1

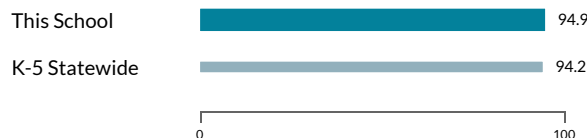
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.9

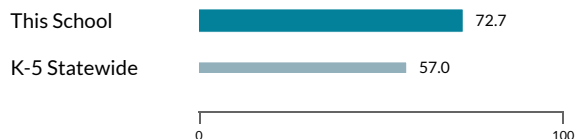
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 72.7

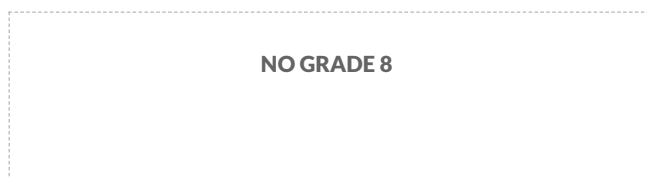
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	339	4.1%	336	5.7%	327	7.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	20	20.0%	22	4.5%	20	10.0%
Hispanic or Latino	40	0.0%	41	7.3%	36	22.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	244	2.0%	242	5.0%	234	4.7%
Two or More Races	24	12.5%	23	13.0%	29	6.9%
Economically Disadvantaged	139	7.2%	134	9.7%	130	12.3%
English Learners	29	6.9%	34	8.8%	30	16.7%
Students with Disabilities	24	4.2%	25	4.0%	33	12.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



OVERVIEW

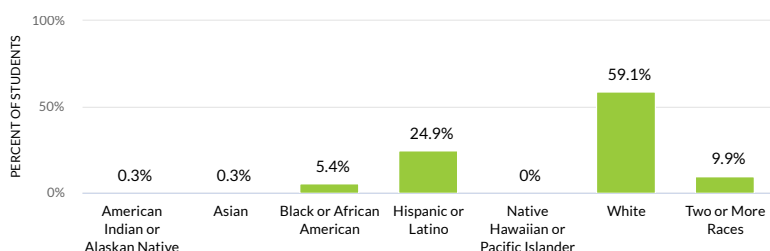
School Details

Grades : K4-5

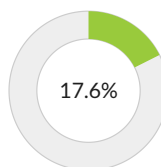
Enrollment : 313

Percent open enrollment : 5.4%

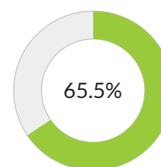
Student Groups



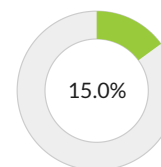
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

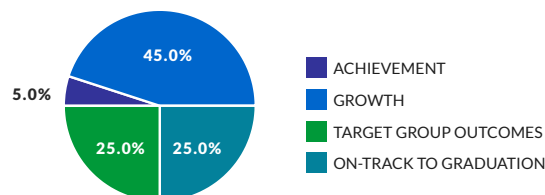
Overall Score

57.7

Meets Few Expectations

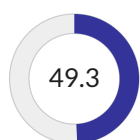


PRIORITY AREA WEIGHTS



Priority Area Scores

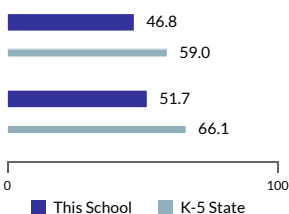
ACHIEVEMENT



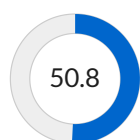
English Language Arts

Mathematics

Subject Area Scores



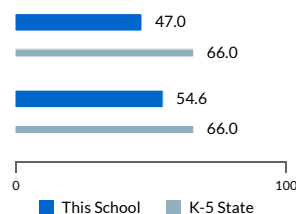
GROWTH



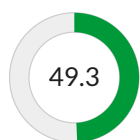
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



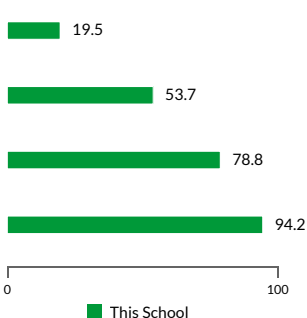
Achievement

Growth

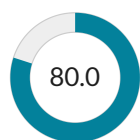
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



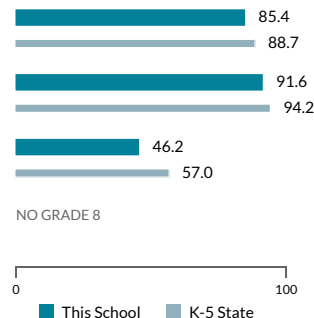
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

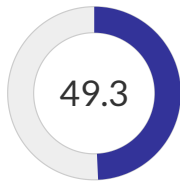




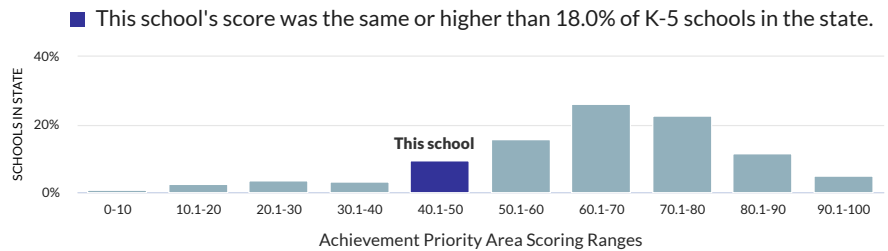
ACHIEVEMENT

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

Priority Area Score



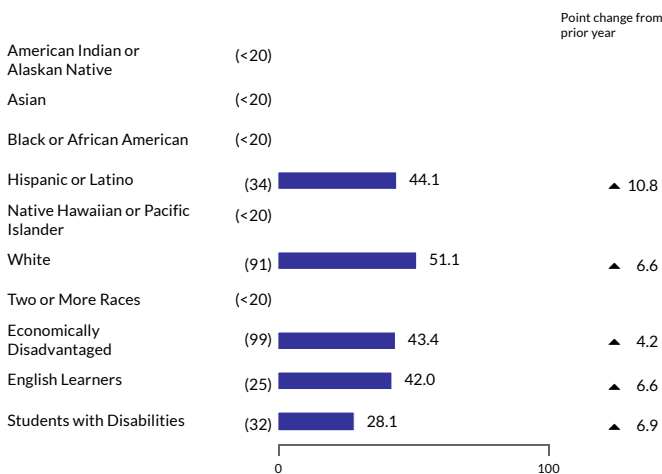
English Language Arts Score: 46.8
Mathematics Score: 51.7



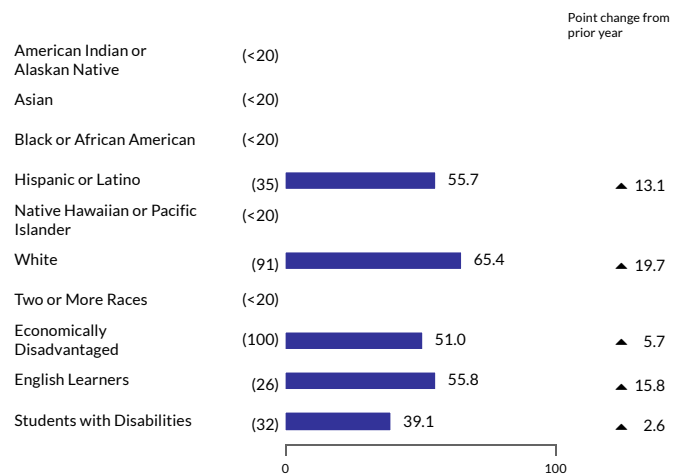
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



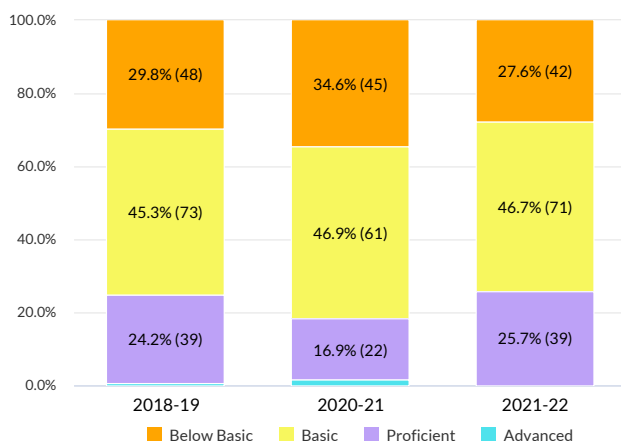
MATHEMATICS



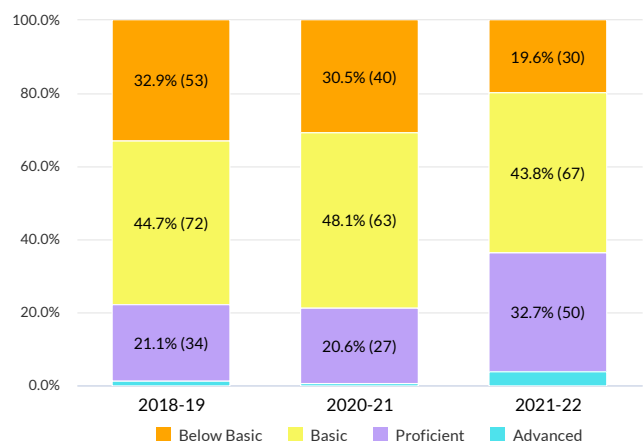
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
99.4%	97.1%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
99.4%	97.1%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	161	0.6%	24.2%	45.3%	29.8%	130	1.5%	16.9%	46.9%	34.6%	152	0.0%	25.7%	46.7%	27.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	35	0.0%	20.0%	51.4%	28.6%	33	0.0%	12.1%	42.4%	45.5%	34	0.0%	20.6%	47.1%	32.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	114	0.9%	27.2%	42.1%	29.8%	82	1.2%	15.9%	53.7%	29.3%	91	0.0%	26.4%	49.5%	24.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	93	1.1%	22.6%	41.9%	34.4%	74	2.7%	13.5%	43.2%	40.5%	99	0.0%	20.2%	46.5%	33.3%
English Learners	31	0.0%	9.7%	51.6%	38.7%	24	0.0%	12.5%	45.8%	41.7%	25	0.0%	16.0%	52.0%	32.0%
Students with Disabilities	21	0.0%	0.0%	33.3%	66.7%	26	0.0%	7.7%	26.9%	65.4%	32	0.0%	15.6%	25.0%	59.4%

MATHEMATICS

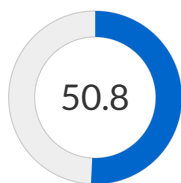
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	161	1.2%	21.1%	44.7%	32.9%	131	0.8%	20.6%	48.1%	30.5%	153	3.9%	32.7%	43.8%	19.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	35	0.0%	11.4%	51.4%	37.1%	34	0.0%	14.7%	55.9%	29.4%	35	0.0%	34.3%	42.9%	22.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	114	1.8%	25.4%	41.2%	31.6%	82	1.2%	19.5%	48.8%	30.5%	91	6.6%	30.8%	49.5%	13.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	93	1.1%	19.4%	35.5%	44.1%	75	0.0%	21.3%	48.0%	30.7%	100	1.0%	27.0%	45.0%	27.0%
English Learners	31	0.0%	6.5%	51.6%	41.9%	25	0.0%	8.0%	64.0%	28.0%	26	0.0%	34.6%	42.3%	23.1%
Students with Disabilities	21	0.0%	0.0%	52.4%	47.6%	26	3.8%	3.8%	53.8%	38.5%	32	3.1%	15.6%	37.5%	43.8%



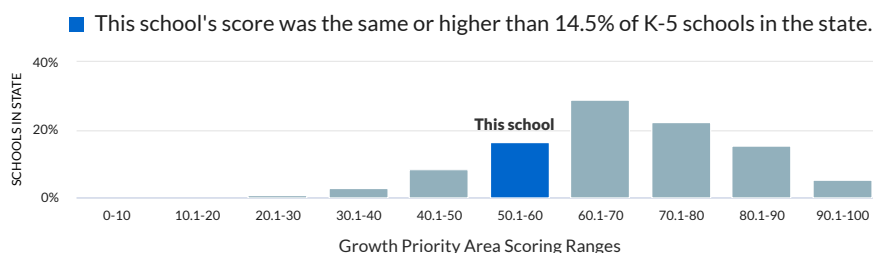
GROWTH

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: 47.0
Mathematics Score: 54.6



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	(81)	2.0
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(20)	2.1
Native Hawaiian or Pacific Islander	(<20)	
White	(45)	2.0
Two or More Races	(<20)	
Economically Disadvantaged	(52)	2.0
Not Economically Disadvantaged	(29)	1.9
English Learners	(<20)	
English Proficient	(66)	2.0
Students with Disabilities	(<20)	
Students without Disabilities	(67)	1.9
Proficient Last Year	(<20)	
Not Proficient Last Year	(62)	2.2

MATHEMATICS

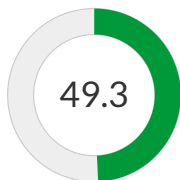
All Students	(81)	2.4
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(20)	2.4
Native Hawaiian or Pacific Islander	(<20)	
White	(45)	2.2
Two or More Races	(<20)	
Economically Disadvantaged	(52)	2.5
Not Economically Disadvantaged	(29)	2.3
English Learners	(<20)	
English Proficient	(66)	2.4
Students with Disabilities	(<20)	
Students without Disabilities	(67)	2.2
Proficient Last Year	(24)	1.8
Not Proficient Last Year	(57)	2.6



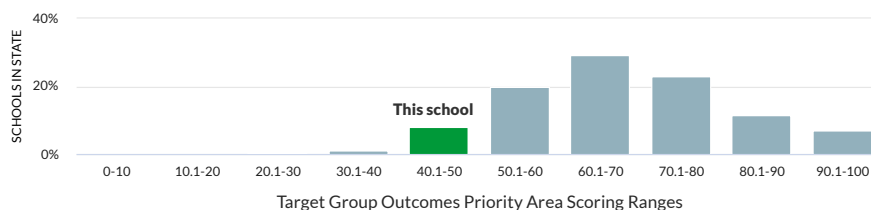
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 8.9% of K-5 schools in the state.



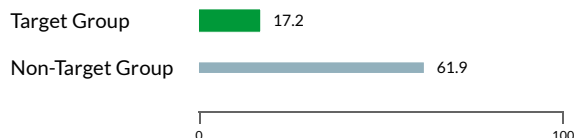
Component Scores

ACHIEVEMENT

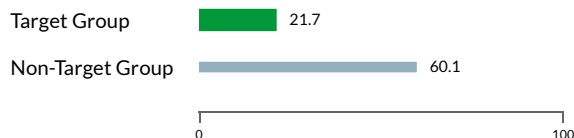
Score: 19.5

Average points-based proficiency rates.

English Language Arts



Mathematics

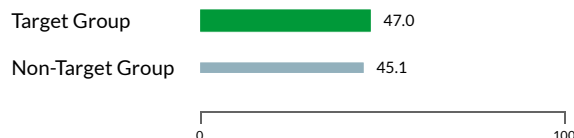


GROWTH

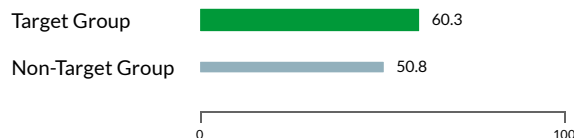
Score: 53.7

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

English Language Arts



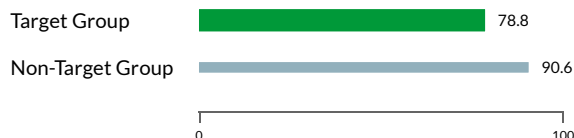
Mathematics



CHRONIC ABSENTEEISM

Score: 78.8

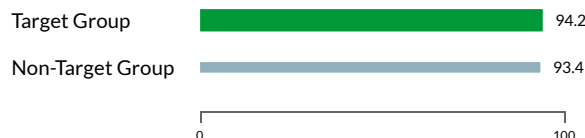
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 94.2

This score is the overall attendance rate for the Target Group in 2020-21.

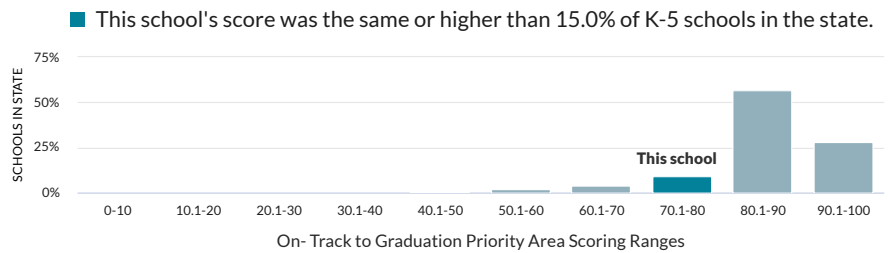
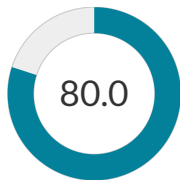




ON-TRACK TO GRADUATION

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

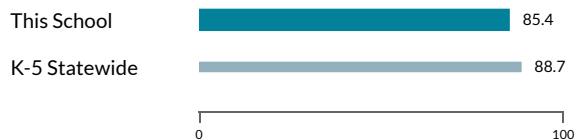


Component Scores

CHRONIC ABSENTEEISM

Score: 85.4

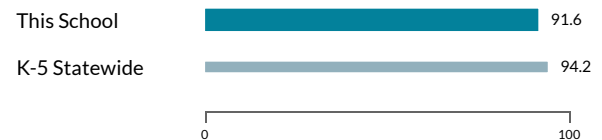
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.6

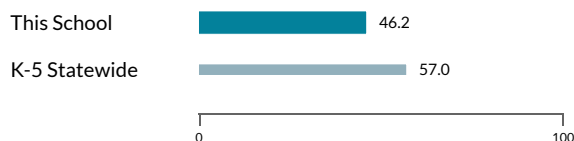
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 46.2

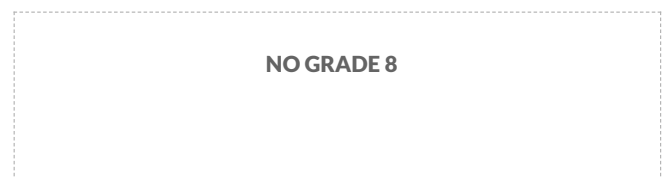
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	327	9.8%	326	12.6%	303	19.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	74	4.1%	83	10.8%	72	23.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	220	9.5%	209	12.4%	183	13.7%
Two or More Races	20	15.0%	24	16.7%	28	25.0%
Economically Disadvantaged	198	14.6%	202	15.8%	195	25.6%
English Learners	54	5.6%	58	8.6%	49	24.5%
Students with Disabilities	45	20.0%	55	23.6%	58	22.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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

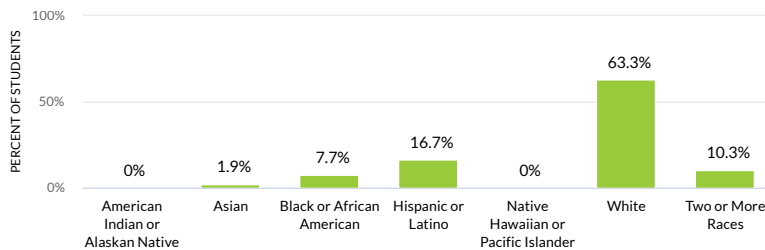


OVERVIEW

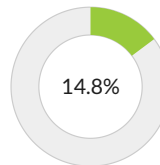
School Details

Grades : K4-5
Enrollment : 311
Percent open enrollment : 3.9%

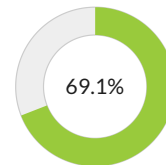
Student Groups



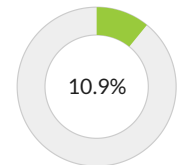
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

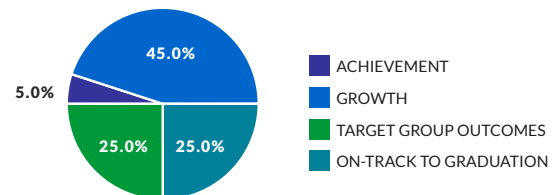
Overall Score

63.7

Meets Expectations

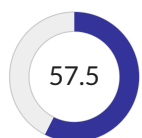


PRIORITY AREA WEIGHTS



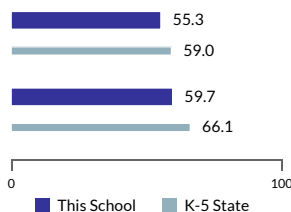
Priority Area Scores

ACHIEVEMENT

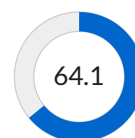


English Language Arts
Mathematics

Subject Area Scores

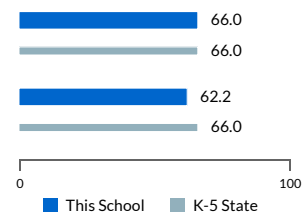


GROWTH

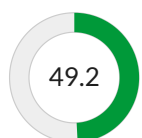


English Language Arts
Mathematics

Subject Area Scores

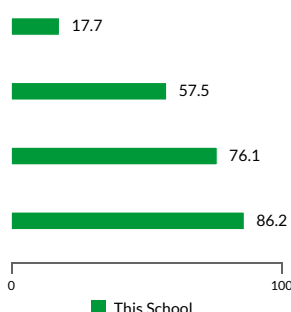


TARGET GROUP OUTCOMES

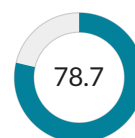


Achievement
Growth

Group Scores

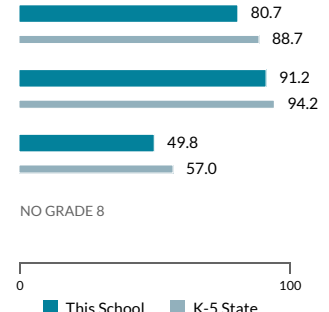


ON-TRACK TO GRADUATION



Chronic Absenteeism
School-wide Attendance
3rd Grade English Language Arts
8th Grade Mathematics

Area Scores

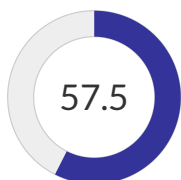




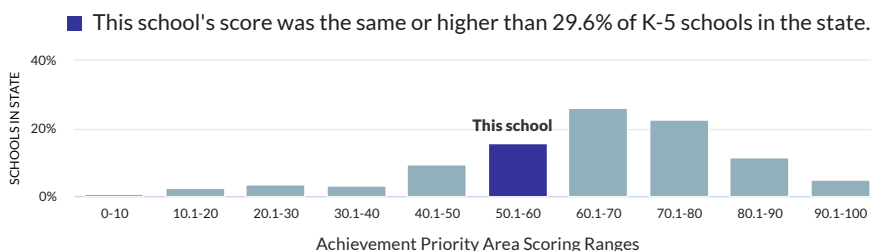
ACHIEVEMENT

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

Priority Area Score



English Language Arts Score: 55.3
Mathematics Score: 59.7



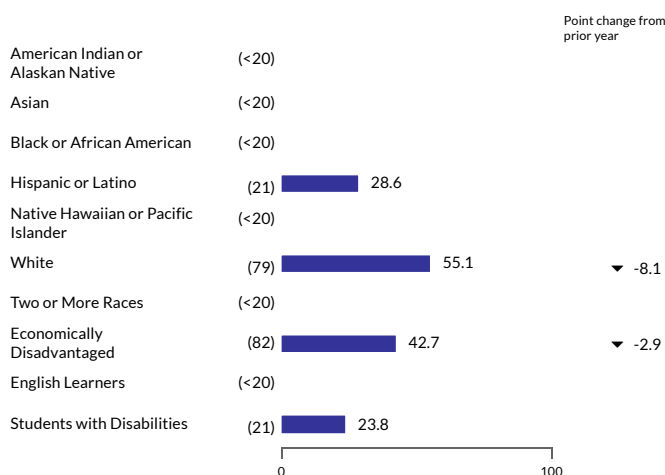
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



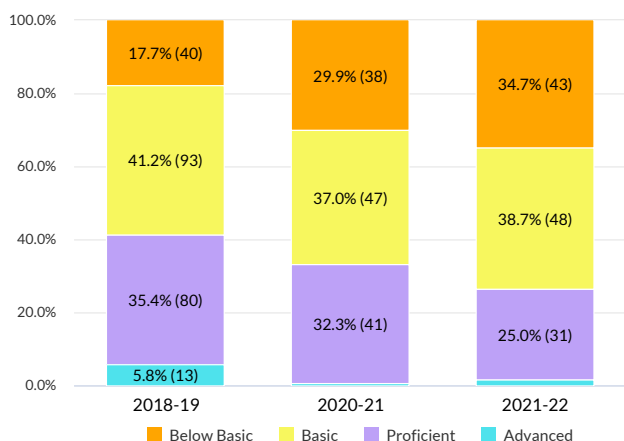
MATHEMATICS



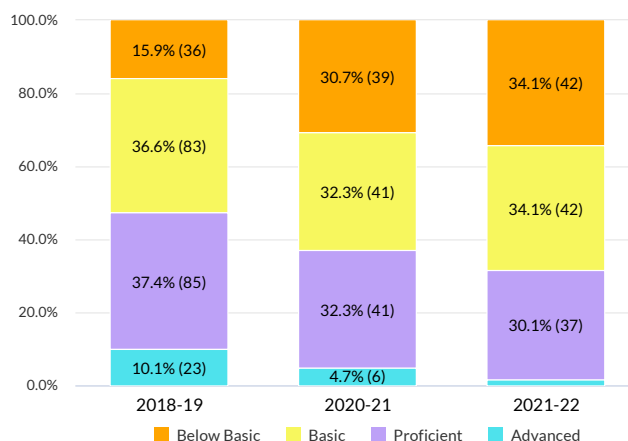
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
98.5%	Students with Disabilities
	96.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	226	5.8%	35.4%	41.2%	17.7%	127	0.8%	32.3%	37.0%	29.9%	124	1.6%	25.0%	38.7%	34.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	32	3.1%	25.0%	46.9%	25.0%	<20	*	*	*	*	21	0.0%	9.5%	47.6%	42.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	167	7.2%	37.7%	40.1%	15.0%	87	1.1%	36.8%	36.8%	25.3%	80	2.5%	32.5%	32.5%	32.5%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	145	4.1%	27.6%	45.5%	22.8%	80	0.0%	26.3%	37.5%	36.3%	83	1.2%	19.3%	38.6%	41.0%
English Learners	34	0.0%	23.5%	52.9%	23.5%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	22	0.0%	9.1%	22.7%	68.2%

MATHEMATICS

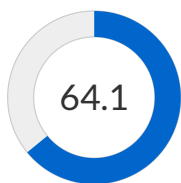
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	227	10.1%	37.4%	36.6%	15.9%	127	4.7%	32.3%	32.3%	30.7%	123	1.6%	30.1%	34.1%	34.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	33	3.0%	30.3%	39.4%	27.3%	<20	*	*	*	*	21	0.0%	19.0%	19.0%	61.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	167	12.0%	39.5%	34.7%	13.8%	87	5.7%	36.8%	35.6%	21.8%	79	2.5%	31.6%	39.2%	26.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	146	7.5%	29.5%	43.2%	19.9%	80	3.8%	25.0%	30.0%	41.3%	82	0.0%	25.6%	34.1%	40.2%
English Learners	35	2.9%	28.6%	42.9%	25.7%	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	21	0.0%	14.3%	19.0%	66.7%



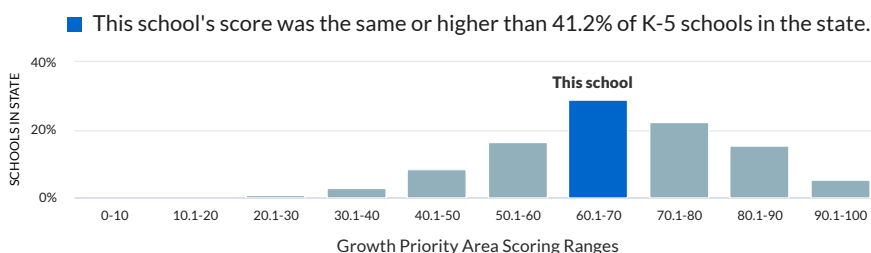
GROWTH

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



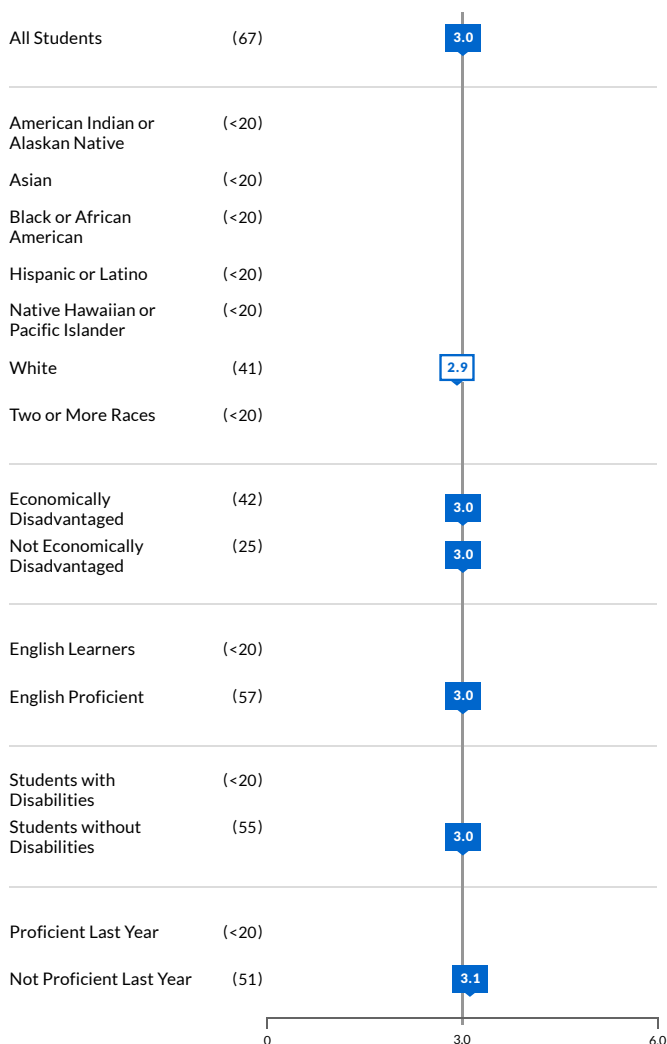
English Language Arts Score: 66.0
Mathematics Score: 62.2



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

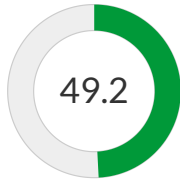




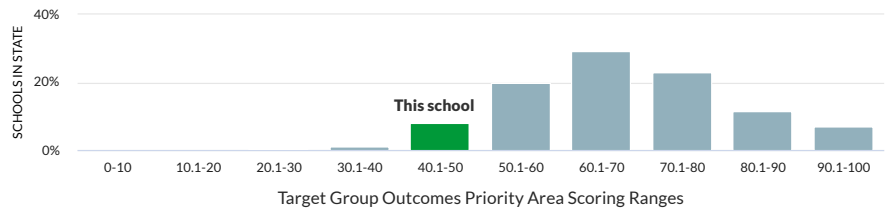
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 8.7% of K-5 schools in the state.



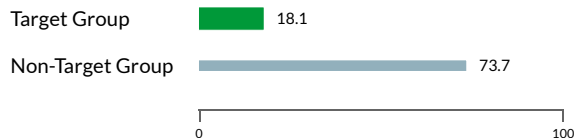
Component Scores

ACHIEVEMENT

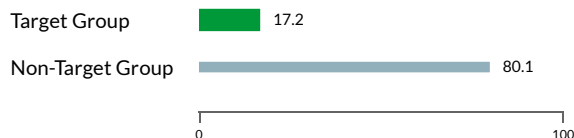
Score: 17.7

Average points-based proficiency rates.

English Language Arts



Mathematics

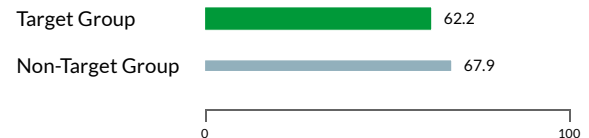


GROWTH

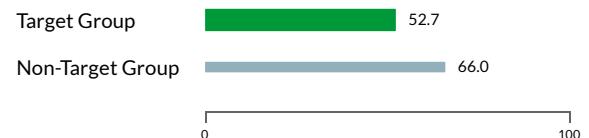
Score: 57.5

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

English Language Arts



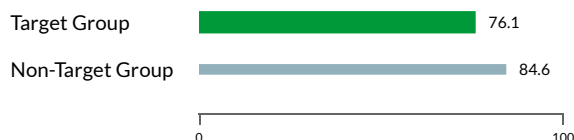
Mathematics



CHRONIC ABSENTEEISM

Score: 76.1

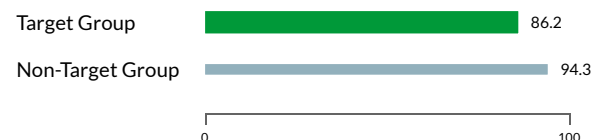
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 86.2

This score is the overall attendance rate for the Target Group in 2020-21.

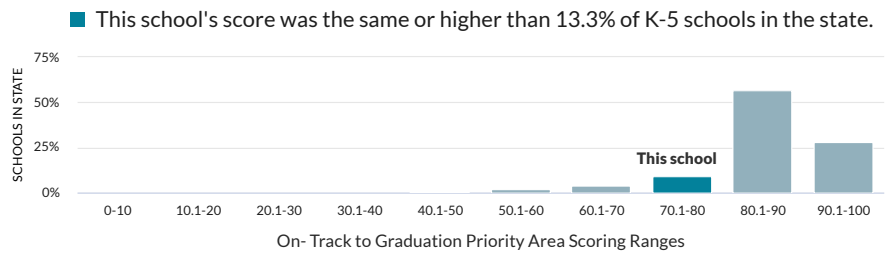
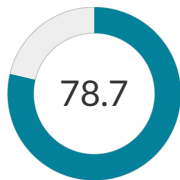




ON-TRACK TO GRADUATION

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

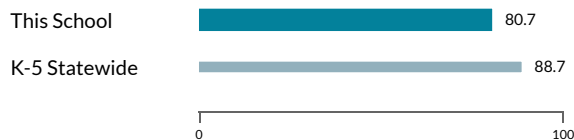


Component Scores

CHRONIC ABSENTEEISM

Score: 80.7

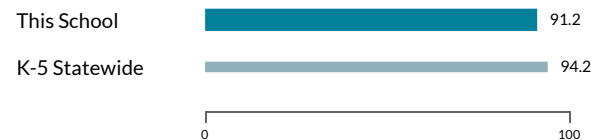
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.2

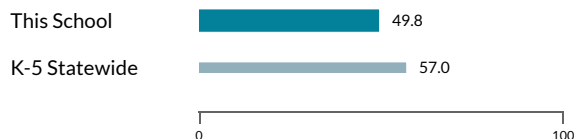
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 49.8

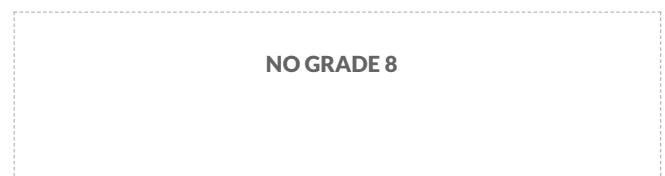
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	405	16.5%	356	15.2%	309	25.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	21	33.3%	22	18.2%	20	40.0%
Hispanic or Latino	59	23.7%	53	17.0%	48	35.4%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	280	11.4%	242	14.5%	206	18.9%
Two or More Races	30	36.7%	27	14.8%	28	50.0%
Economically Disadvantaged	274	22.3%	251	19.9%	215	32.6%
English Learners	62	25.8%	54	16.7%	38	26.3%
Students with Disabilities	51	35.3%	49	26.5%	51	33.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

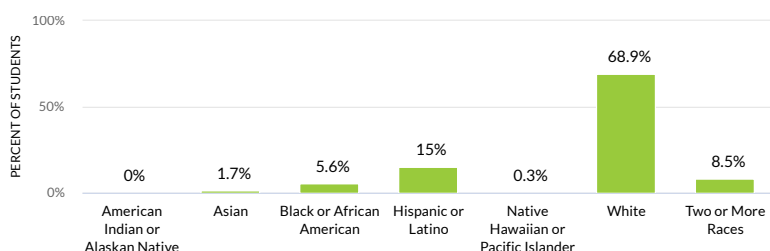
School Details

Grades : K4-5

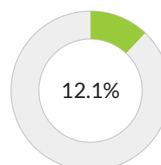
Enrollment : 354

Percent open enrollment : 5.6%

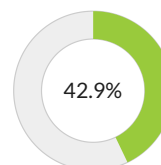
Student Groups



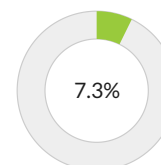
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

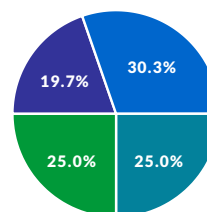
Overall Score

78.4

Exceeds Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

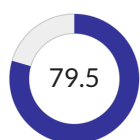
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

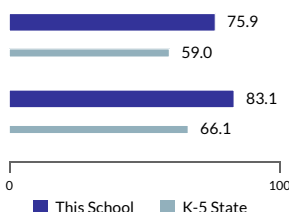
ACHIEVEMENT



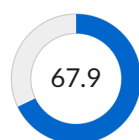
English Language Arts

Mathematics

Subject Area Scores



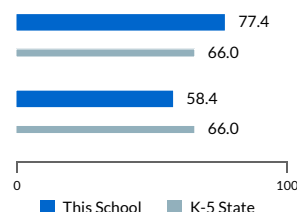
GROWTH



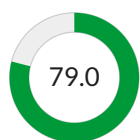
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



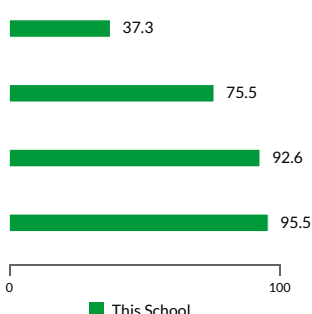
Achievement

Growth

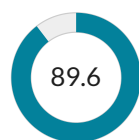
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



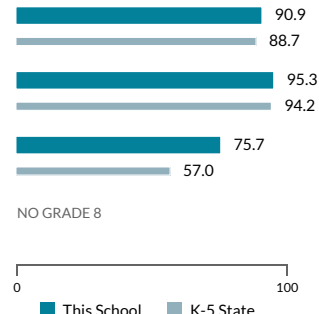
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

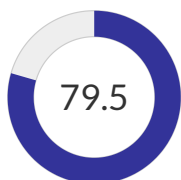




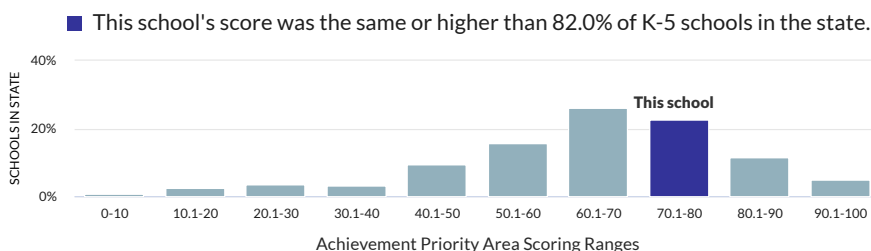
ACHIEVEMENT

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

Priority Area Score



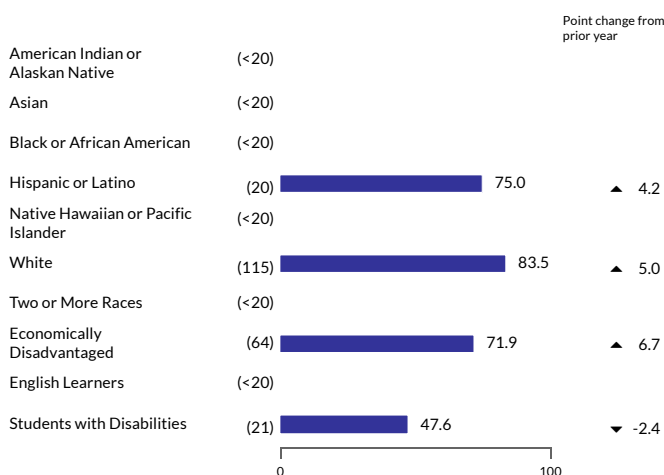
English Language Arts Score: 75.9
Mathematics Score: 83.1



Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



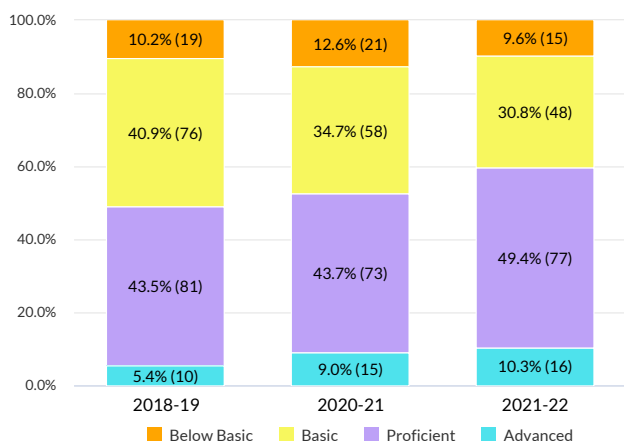
MATHEMATICS



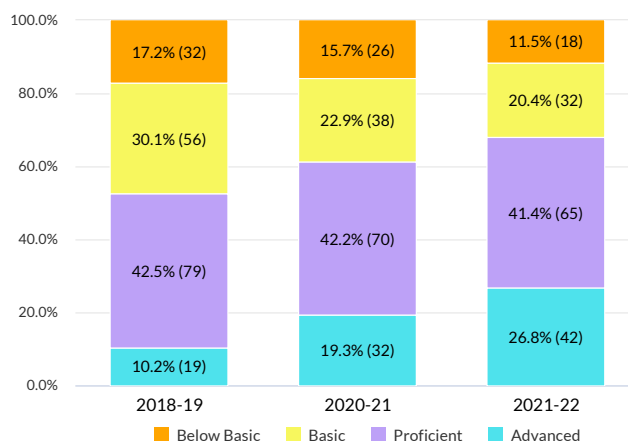
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
98.8%	95.8%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
98.8%	95.8%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	186	5.4%	43.5%	40.9%	10.2%	167	9.0%	43.7%	34.7%	12.6%	156	10.3%	49.4%	30.8%	9.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	10.0%	35.0%	50.0%	5.0%	24	4.2%	45.8%	37.5%	12.5%	20	0.0%	65.0%	20.0%	15.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	140	5.0%	46.4%	39.3%	9.3%	121	10.7%	45.5%	33.9%	9.9%	115	11.3%	50.4%	32.2%	6.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	88	6.8%	31.8%	47.7%	13.6%	79	6.3%	36.7%	38.0%	19.0%	64	10.9%	39.1%	32.8%	17.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	5.0%	15.0%	65.0%	15.0%	23	4.3%	30.4%	26.1%	39.1%	21	0.0%	28.6%	38.1%	33.3%

MATHEMATICS

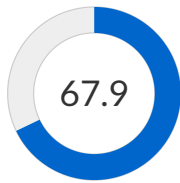
	2018-19					2020-21					2021-22				
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All Students	186	10.2%	42.5%	30.1%	17.2%	166	19.3%	42.2%	22.9%	15.7%	157	26.8%	41.4%	20.4%	11.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	20	30.0%	40.0%	20.0%	10.0%	24	25.0%	33.3%	29.2%	12.5%	21	19.0%	47.6%	14.3%	19.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	140	9.3%	42.9%	32.1%	15.7%	120	20.0%	48.3%	20.0%	11.7%	115	29.6%	43.5%	19.1%	7.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	88	10.2%	37.5%	27.3%	25.0%	78	14.1%	35.9%	28.2%	21.8%	64	17.2%	34.4%	31.3%	17.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	20	0.0%	25.0%	25.0%	50.0%	22	27.3%	9.1%	27.3%	36.4%	21	0.0%	42.9%	14.3%	42.9%



GROWTH

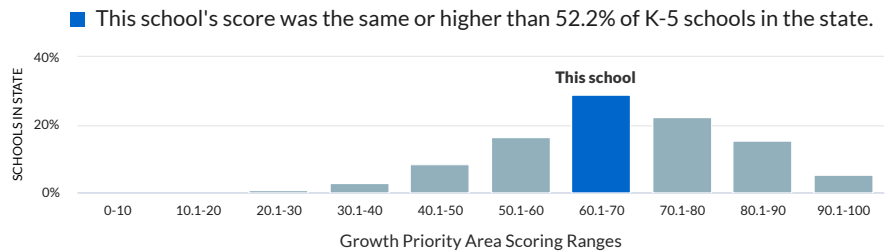
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 77.4

Mathematics Score: 58.4



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	(103)	3.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(75)	3.5
Two or More Races	(<20)	
Economically Disadvantaged	(41)	3.6
Not Economically Disadvantaged	(62)	3.6
English Learners	(<20)	
English Proficient	(92)	3.6
Students with Disabilities	(<20)	
Students without Disabilities	(90)	3.5
Proficient Last Year	(57)	3.4
Not Proficient Last Year	(46)	3.9

MATHEMATICS

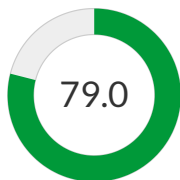
All Students	(103)	2.6
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(75)	2.5
Two or More Races	(<20)	
Economically Disadvantaged	(41)	2.7
Not Economically Disadvantaged	(62)	2.5
English Learners	(<20)	
English Proficient	(92)	2.6
Students with Disabilities	(<20)	
Students without Disabilities	(90)	2.6
Proficient Last Year	(69)	2.5
Not Proficient Last Year	(34)	2.8



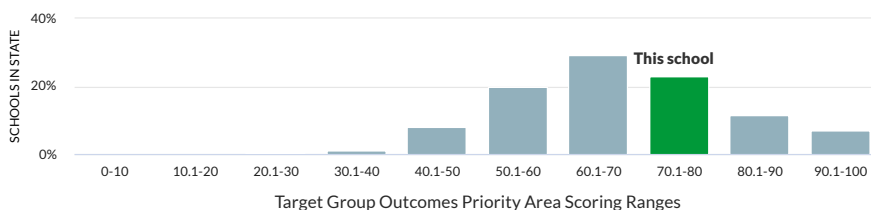
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 79.5% of K-5 schools in the state.



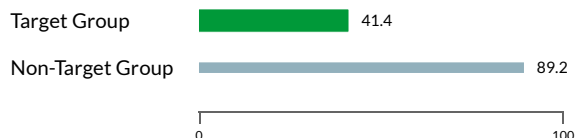
Component Scores

ACHIEVEMENT

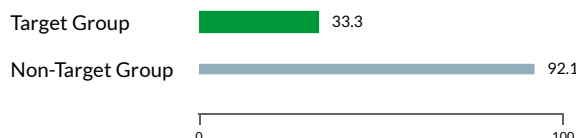
Score: 37.3

Average points-based proficiency rates.

English Language Arts



Mathematics

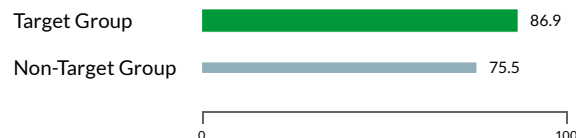


GROWTH

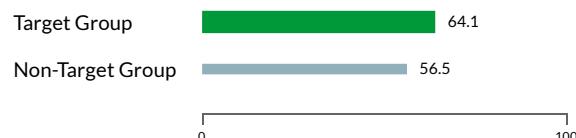
Score: 75.5

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

English Language Arts



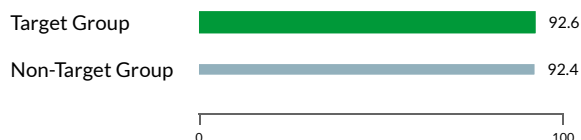
Mathematics



CHRONIC ABSENTEEISM

Score: 92.6

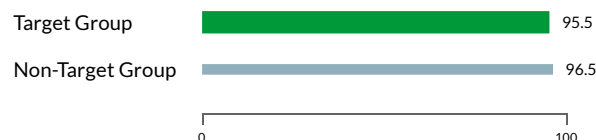
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 95.5

This score is the overall attendance rate for the Target Group in 2020-21.

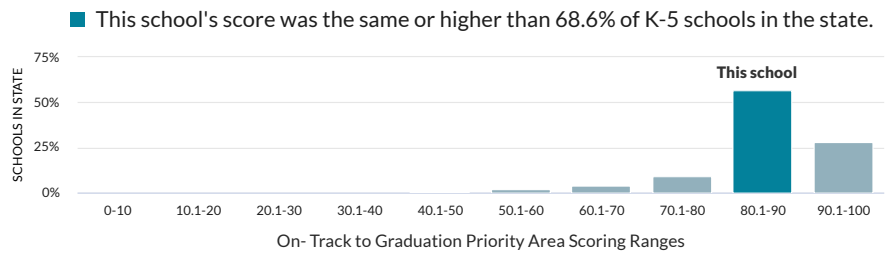
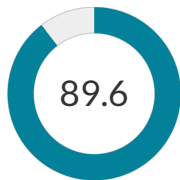




ON-TRACK TO GRADUATION

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

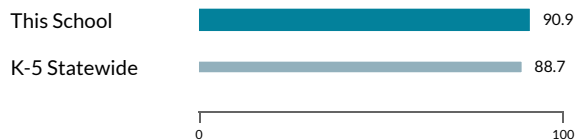


Component Scores

CHRONIC ABSENTEEISM

Score: 90.9

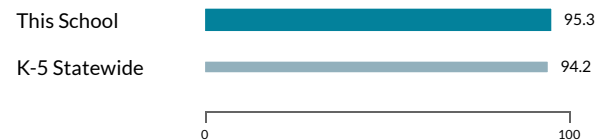
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.3

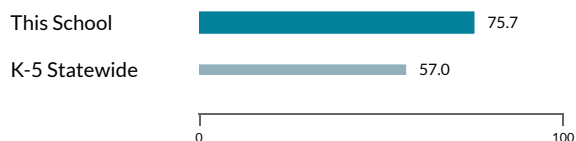
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 75.7

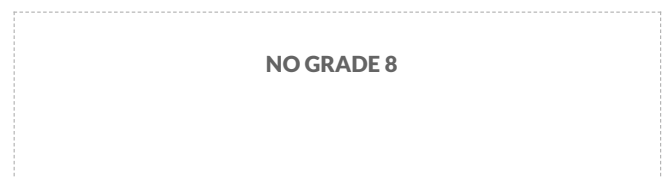
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	397	9.8%	375	8.8%	348	8.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	28	21.4%	23	17.4%	<20	*
Hispanic or Latino	44	6.8%	45	11.1%	49	12.2%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	294	9.2%	276	8.0%	248	6.9%
Two or More Races	24	12.5%	28	7.1%	26	19.2%
Economically Disadvantaged	193	14.5%	181	14.4%	167	13.2%
English Learners	32	6.2%	30	20.0%	26	11.5%
Students with Disabilities	45	6.7%	49	6.1%	55	9.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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

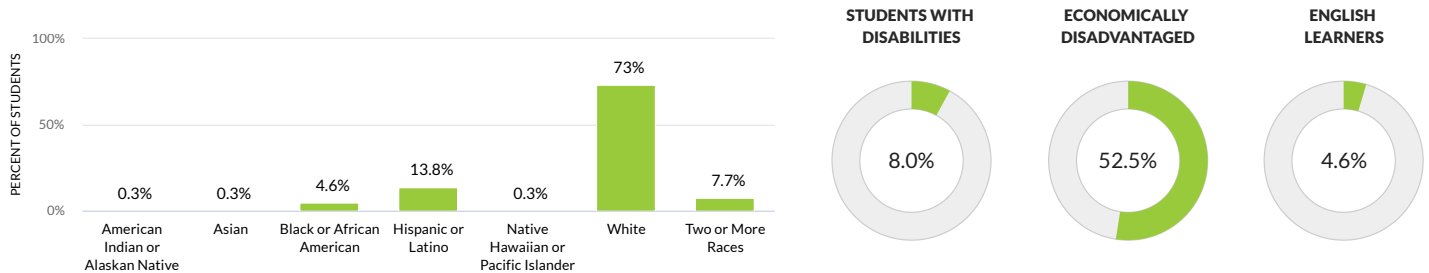


OVERVIEW

School Details

Grades : K4-5
Enrollment : 326
Percent open enrollment : 6.1%

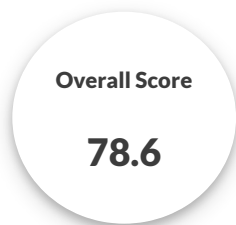
Student Groups



Score Summary



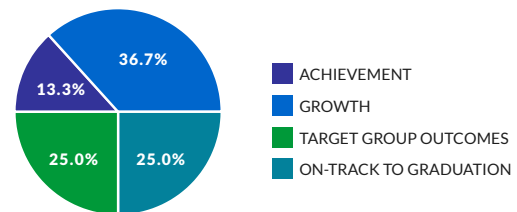
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Exceeds Expectations

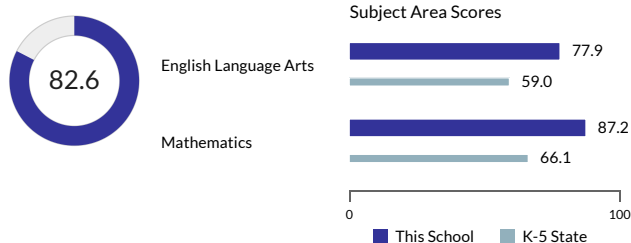


PRIORITY AREA WEIGHTS

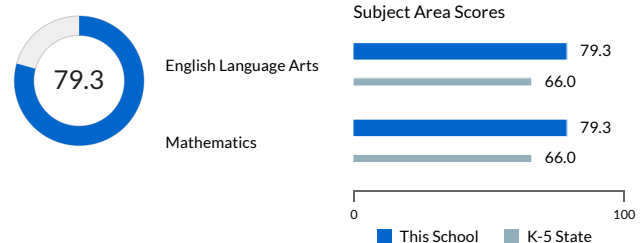


Priority Area Scores

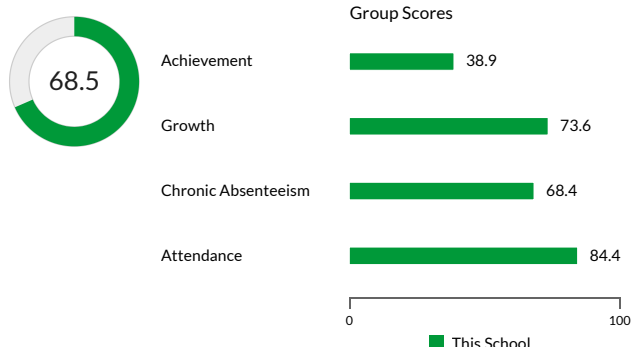
ACHIEVEMENT



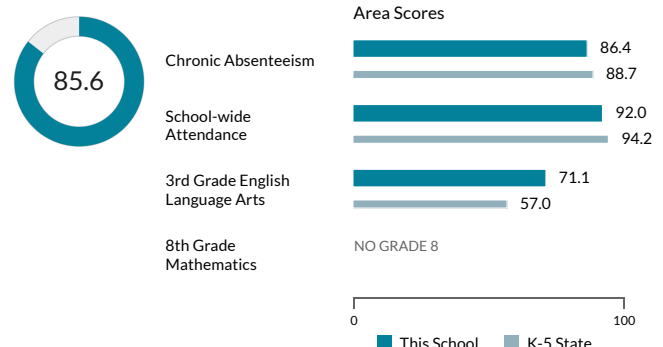
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

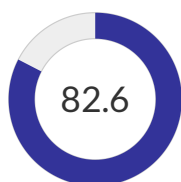




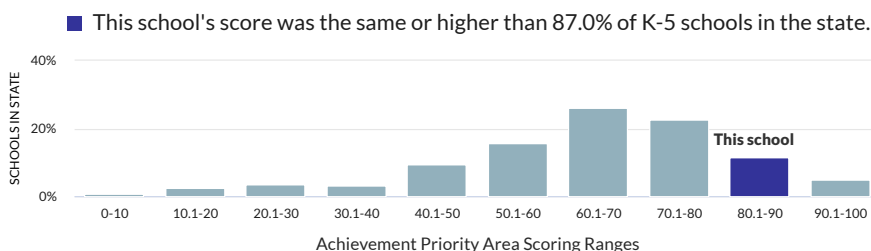
ACHIEVEMENT

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

Priority Area Score



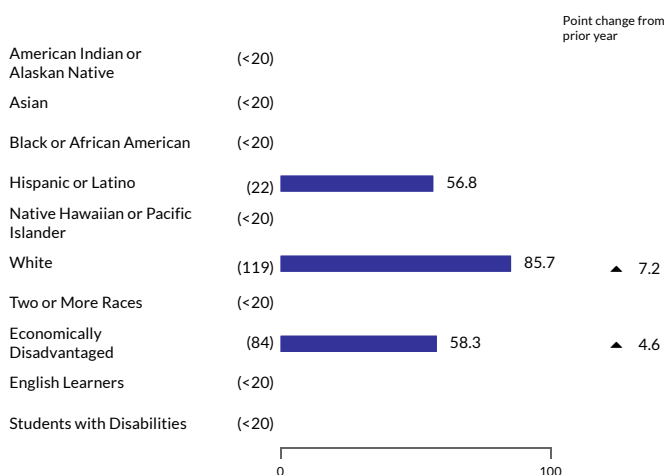
English Language Arts Score: 77.9
Mathematics Score: 87.2



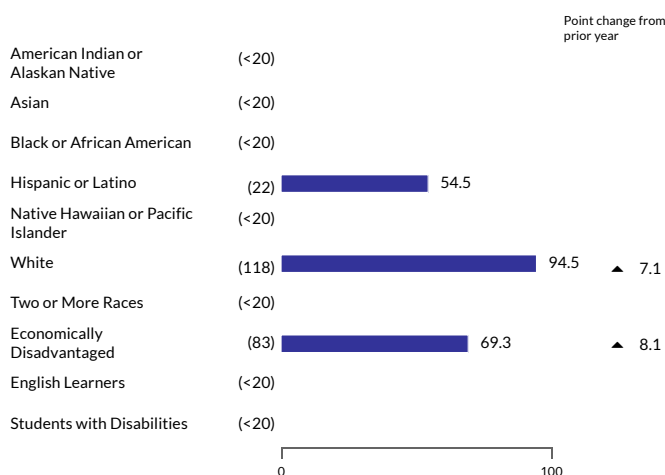
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



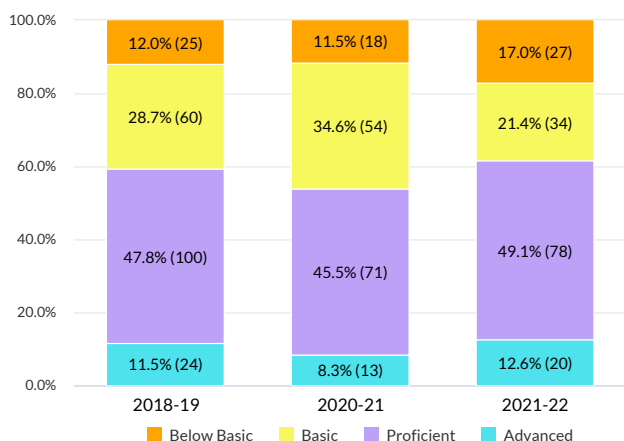
MATHEMATICS



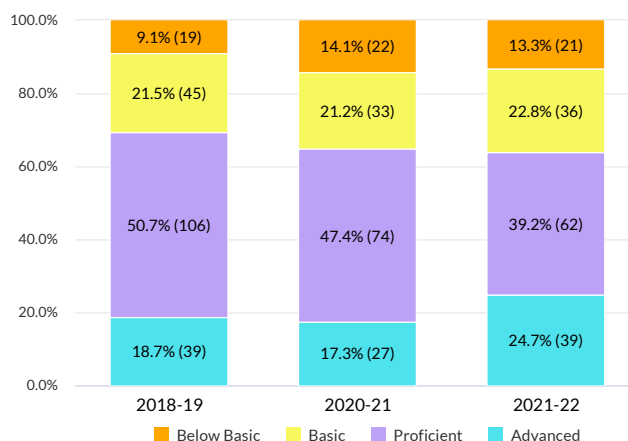
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
99.4%	98.9%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
98.9%	97.9%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	209	11.5%	47.8%	28.7%	12.0%	156	8.3%	45.5%	34.6%	11.5%	159	12.6%	49.1%	21.4%	17.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	22	9.1%	31.8%	22.7%	36.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	169	12.4%	49.1%	27.2%	11.2%	123	8.9%	48.8%	32.5%	9.8%	119	15.1%	52.1%	21.8%	10.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	106	6.6%	42.5%	34.0%	17.0%	67	3.0%	26.9%	44.8%	25.4%	84	1.2%	42.9%	27.4%	28.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

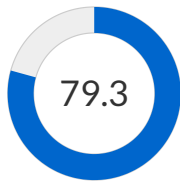
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	209	18.7%	50.7%	21.5%	9.1%	156	17.3%	47.4%	21.2%	14.1%	158	24.7%	39.2%	22.8%	13.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	22	4.5%	36.4%	22.7%	36.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	169	19.5%	50.9%	20.7%	8.9%	123	17.9%	51.2%	18.7%	12.2%	118	28.0%	40.7%	23.7%	7.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	106	15.1%	47.2%	23.6%	14.2%	67	6.0%	37.3%	29.9%	26.9%	83	12.0%	36.1%	30.1%	21.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



GROWTH

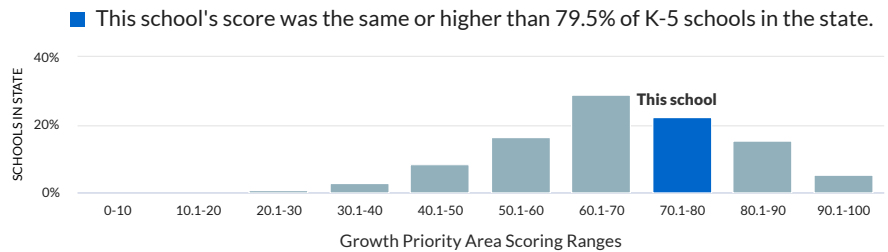
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 79.3

Mathematics Score: 79.3



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	(98)	3.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(77)	3.7
Two or More Races	(<20)	
Economically Disadvantaged	(45)	3.6
Not Economically Disadvantaged	(53)	3.7
English Learners	(<20)	
English Proficient	(91)	3.7
Students with Disabilities	(<20)	
Students without Disabilities	(91)	3.6
Proficient Last Year	(54)	3.7
Not Proficient Last Year	(44)	3.5

MATHEMATICS

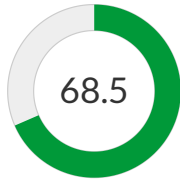
All Students	(98)	3.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(77)	3.9
Two or More Races	(<20)	
Economically Disadvantaged	(45)	3.5
Not Economically Disadvantaged	(53)	4.0
English Learners	(<20)	
English Proficient	(91)	3.8
Students with Disabilities	(<20)	
Students without Disabilities	(91)	3.7
Proficient Last Year	(63)	3.8
Not Proficient Last Year	(35)	3.7



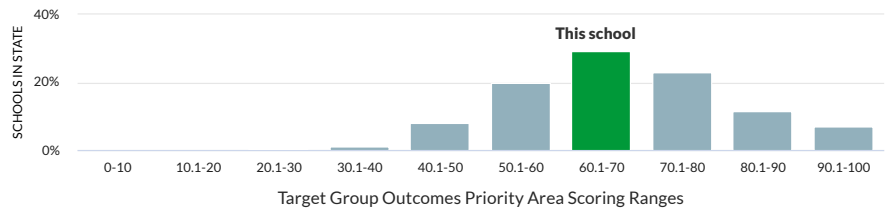
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 53.9% of K-5 schools in the state.



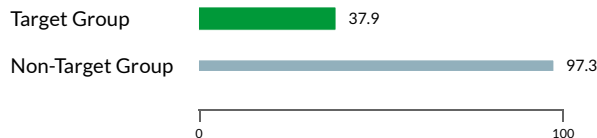
Component Scores

ACHIEVEMENT

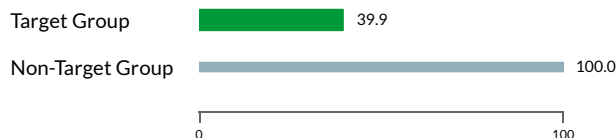
Score: 38.9

Average points-based proficiency rates.

English Language Arts



Mathematics

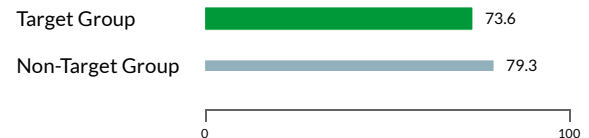


GROWTH

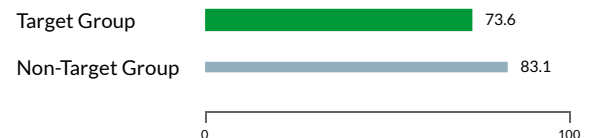
Score: 73.6

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

English Language Arts



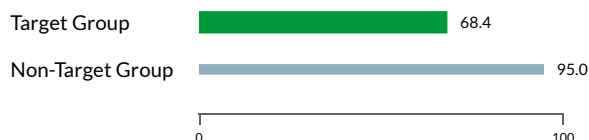
Mathematics



CHRONIC ABSENTEEISM

Score: 68.4

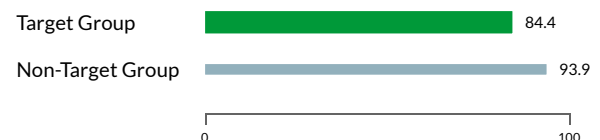
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 84.4

This score is the overall attendance rate for the Target Group in 2020-21.

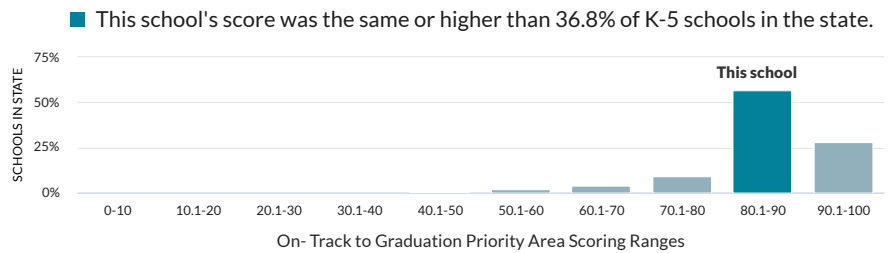
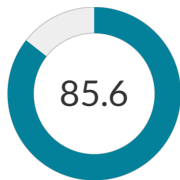




ON-TRACK TO GRADUATION

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

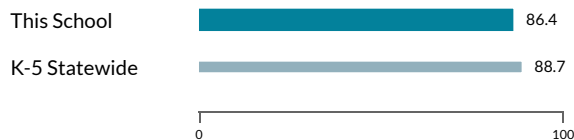


Component Scores

CHRONIC ABSENTEEISM

Score: 86.4

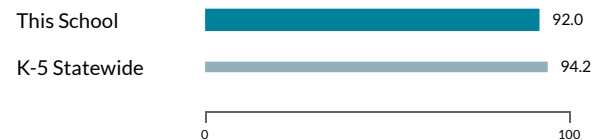
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.0

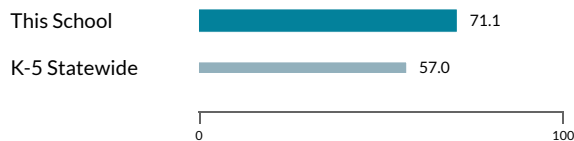
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 71.1

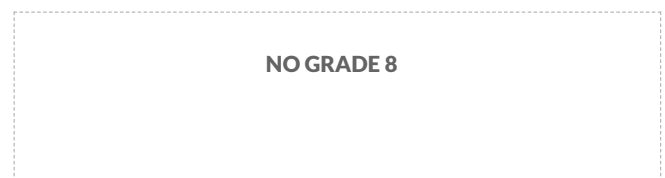
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	348	8.6%	337	11.0%	319	19.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	33	12.1%	46	8.7%	40	35.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	276	9.1%	261	10.7%	243	15.6%
Two or More Races	25	4.0%	<20	*	20	15.0%
Economically Disadvantaged	180	11.1%	171	15.2%	170	31.2%
English Learners	<20	*	24	8.3%	22	31.8%
Students with Disabilities	31	12.9%	35	28.6%	38	39.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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

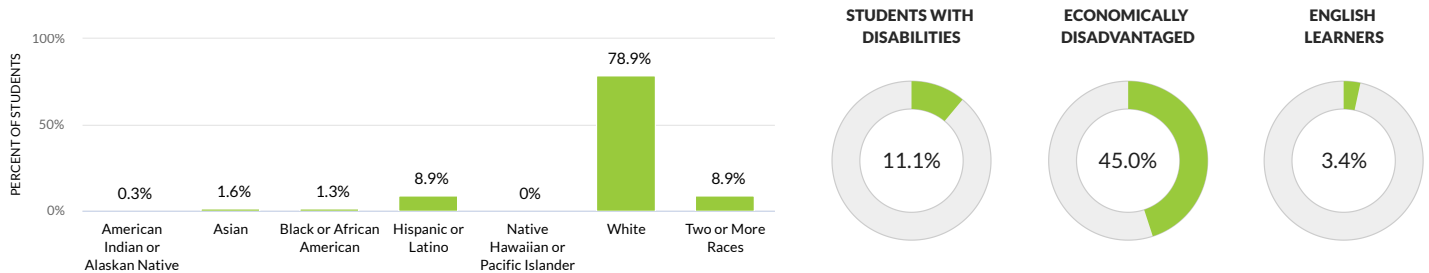


OVERVIEW

School Details

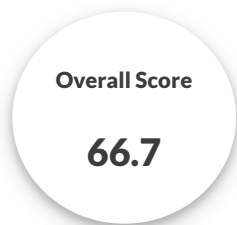
Grades : K4-5
Enrollment : 380
Percent open enrollment : 4.2%

Student Groups



Score Summary

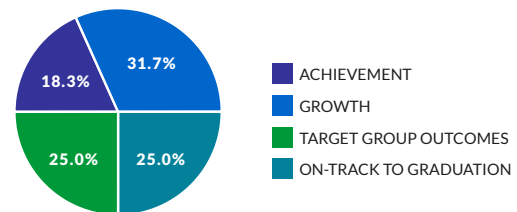
Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Expectations

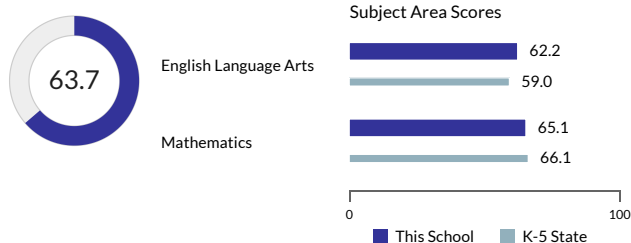


PRIORITY AREA WEIGHTS

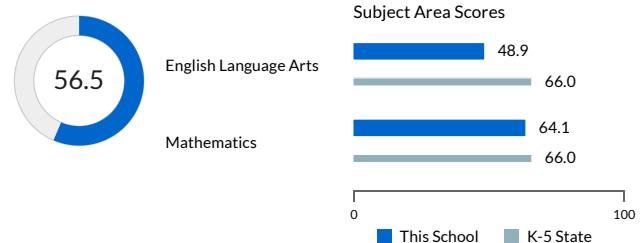


Priority Area Scores

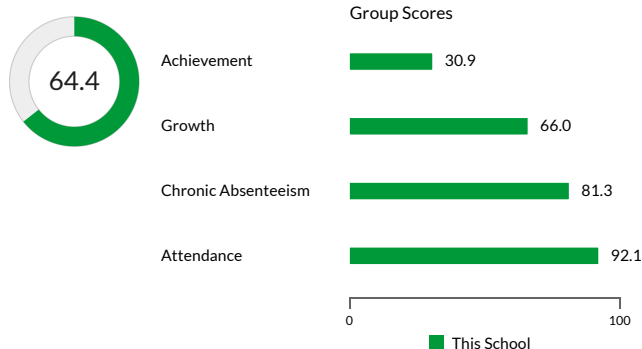
ACHIEVEMENT



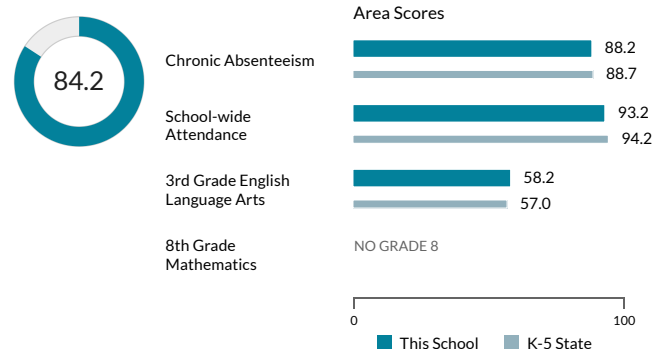
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

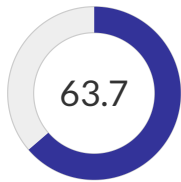




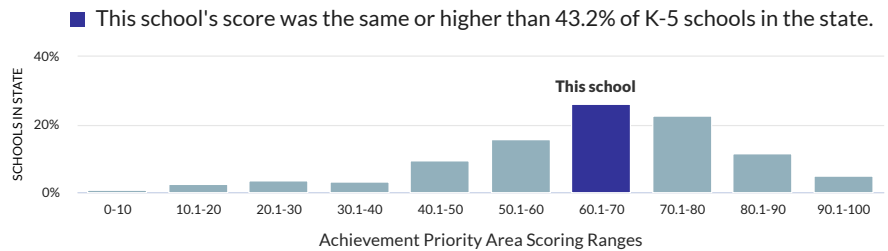
ACHIEVEMENT

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

Priority Area Score



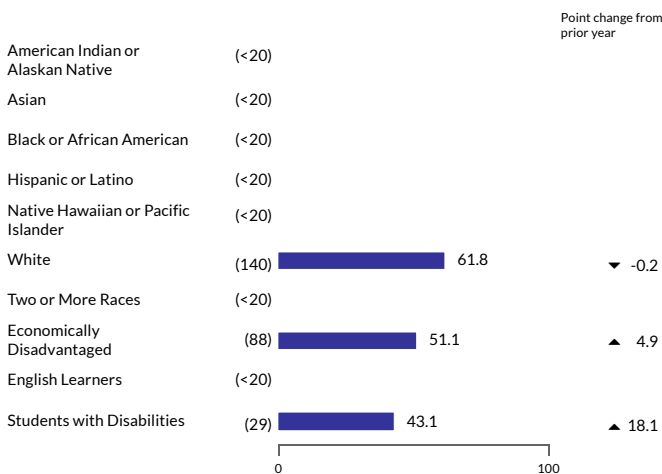
English Language Arts Score: 62.2
Mathematics Score: 65.1



Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



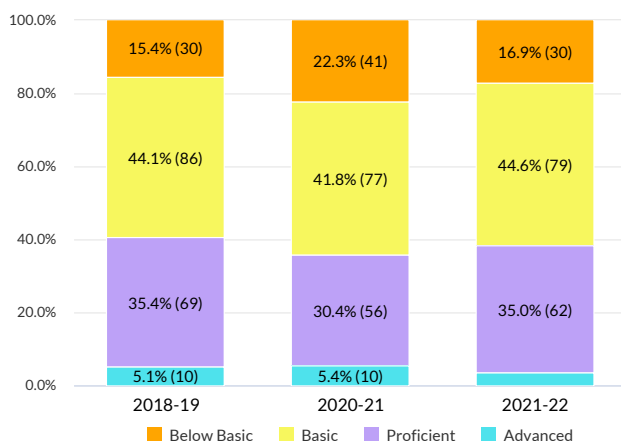
MATHEMATICS



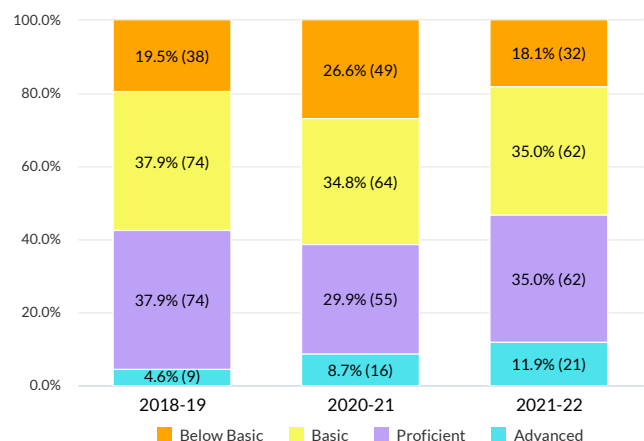
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	195	5.1%	35.4%	44.1%	15.4%	184	5.4%	30.4%	41.8%	22.3%	177	3.4%	35.0%	44.6%	16.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	157	3.2%	37.6%	43.3%	15.9%	150	5.3%	32.7%	42.7%	19.3%	140	2.9%	35.7%	43.6%	17.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	95	5.3%	24.2%	48.4%	22.1%	79	2.5%	17.7%	49.4%	30.4%	88	0.0%	25.0%	52.3%	22.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	21	0.0%	19.0%	76.2%	4.8%	32	0.0%	3.1%	43.8%	53.1%	29	0.0%	17.2%	51.7%	31.0%

MATHEMATICS

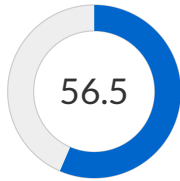
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	195	4.6%	37.9%	37.9%	19.5%	184	8.7%	29.9%	34.8%	26.6%	177	11.9%	35.0%	35.0%	18.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	157	4.5%	40.1%	38.9%	16.6%	150	9.3%	31.3%	36.0%	23.3%	140	11.4%	38.6%	35.0%	15.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	95	2.1%	28.4%	41.1%	28.4%	79	5.1%	21.5%	34.2%	39.2%	88	2.3%	26.1%	43.2%	28.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	21	0.0%	19.0%	61.9%	19.0%	32	0.0%	15.6%	28.1%	56.3%	29	0.0%	27.6%	51.7%	20.7%



GROWTH

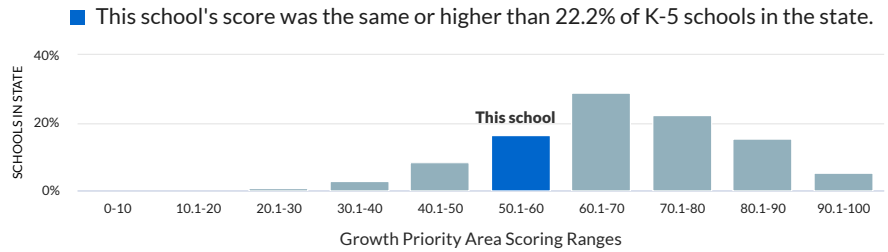
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 48.9

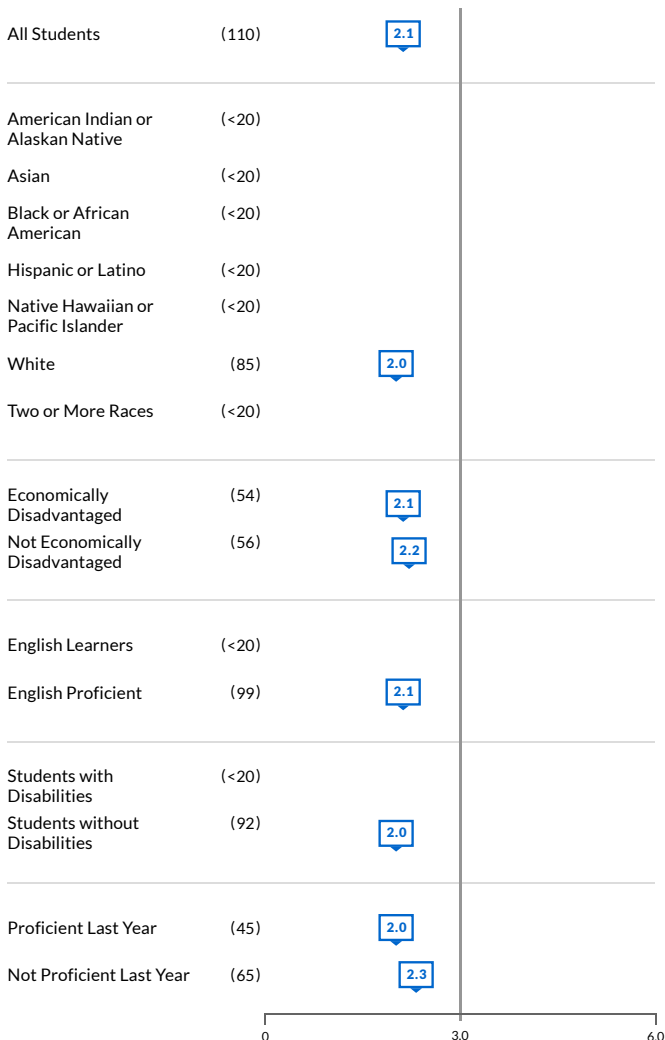
Mathematics Score: 64.1



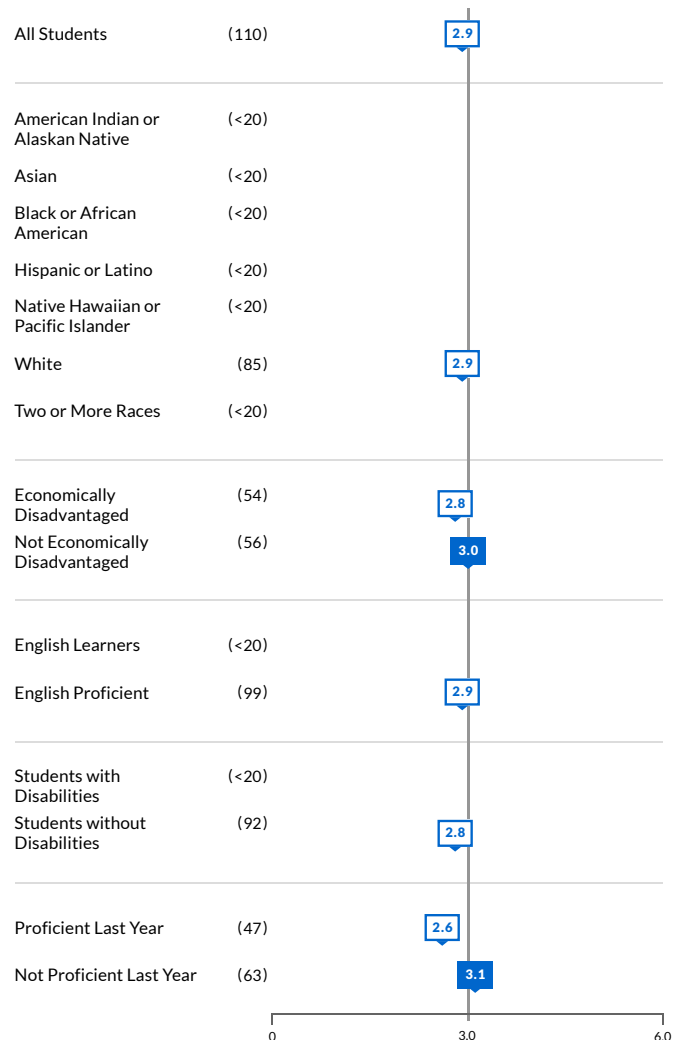
Student Group Value-Added (for information only)

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

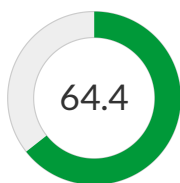




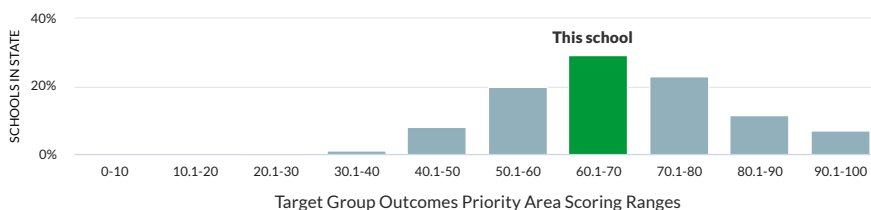
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 41.6% of K-5 schools in the state.



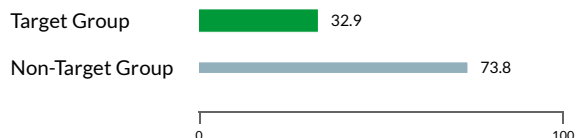
Component Scores

ACHIEVEMENT

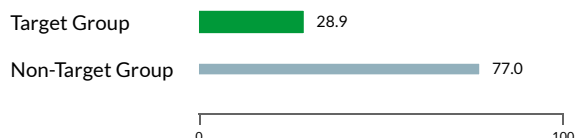
Score: 30.9

Average points-based proficiency rates.

English Language Arts



Mathematics

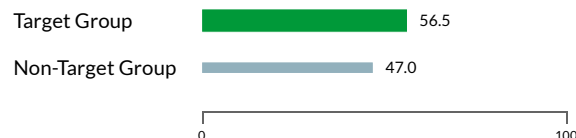


GROWTH

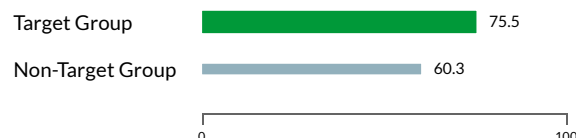
Score: 66.0

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

English Language Arts



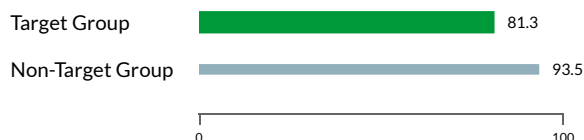
Mathematics



CHRONIC ABSENTEEISM

Score: 81.3

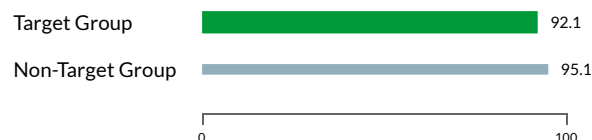
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 92.1

This score is the overall attendance rate for the Target Group in 2020-21.

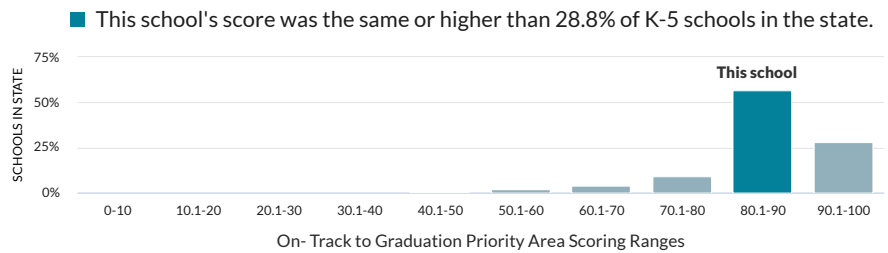
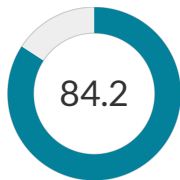




ON-TRACK TO GRADUATION

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

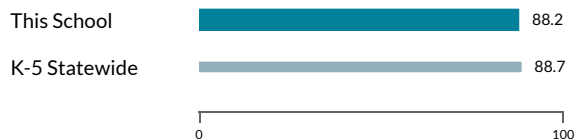


Component Scores

CHRONIC ABSENTEEISM

Score: 88.2

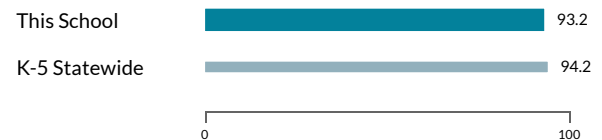
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.2

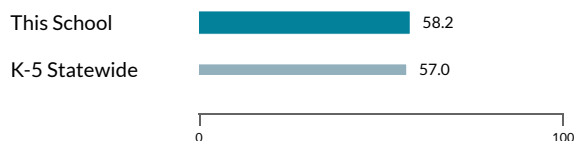
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 58.2

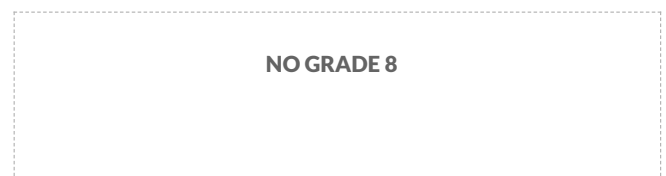
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	379	7.1%	388	11.6%	391	15.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	31	3.2%	30	10.0%	31	16.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	305	6.6%	314	11.1%	323	13.0%
Two or More Races	27	14.8%	32	12.5%	27	33.3%
Economically Disadvantaged	181	10.5%	179	17.3%	172	25.0%
English Learners	21	19.0%	20	15.0%	20	15.0%
Students with Disabilities	51	13.7%	48	8.3%	60	23.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



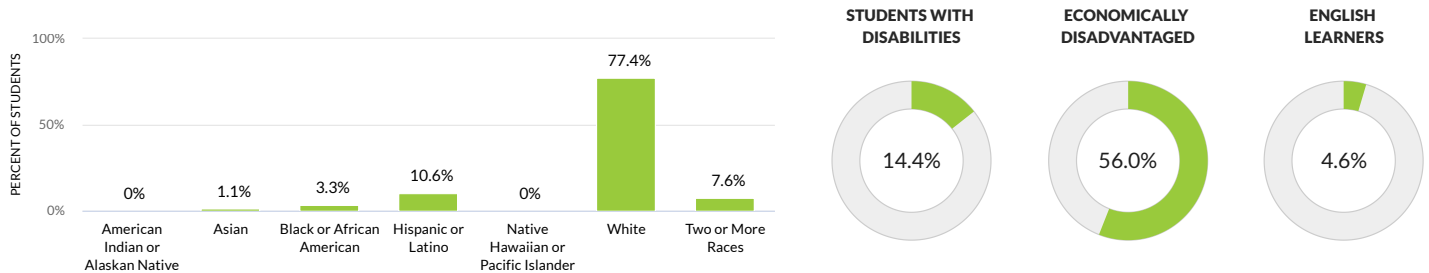


OVERVIEW

School Details

Grades : K4-5
Enrollment : 368
Percent open enrollment : 2.2%

Student Groups



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

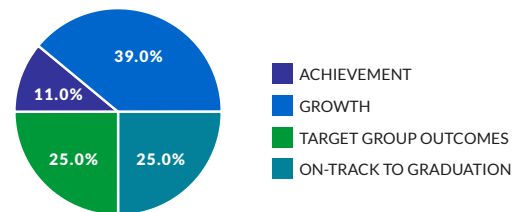
Overall Score

74.1

Exceeds Expectations

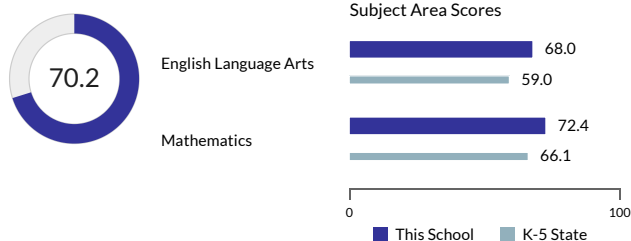


PRIORITY AREA WEIGHTS

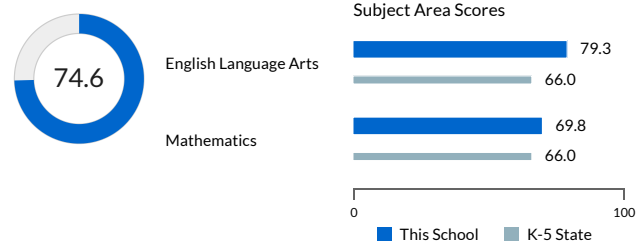


Priority Area Scores

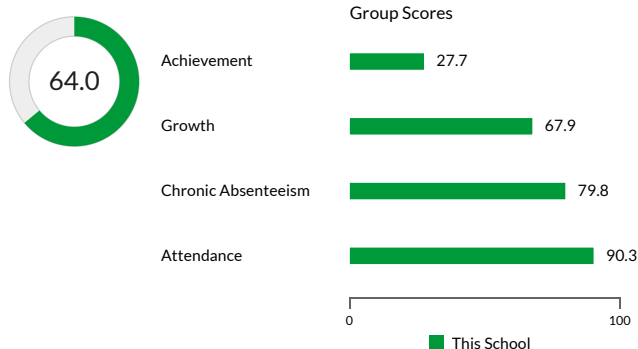
ACHIEVEMENT



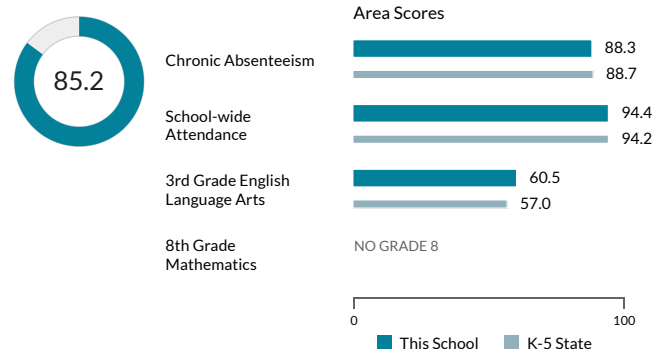
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

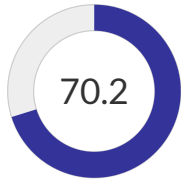




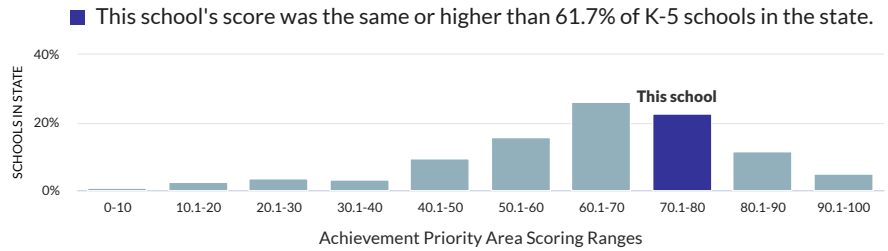
ACHIEVEMENT

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

Priority Area Score



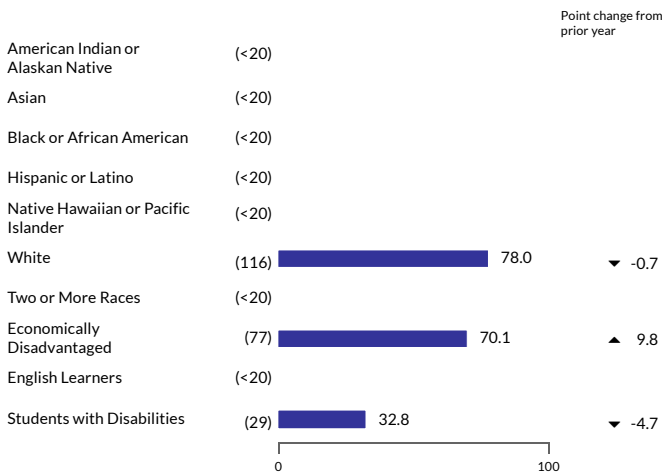
English Language Arts Score: 68.0
Mathematics Score: 72.4



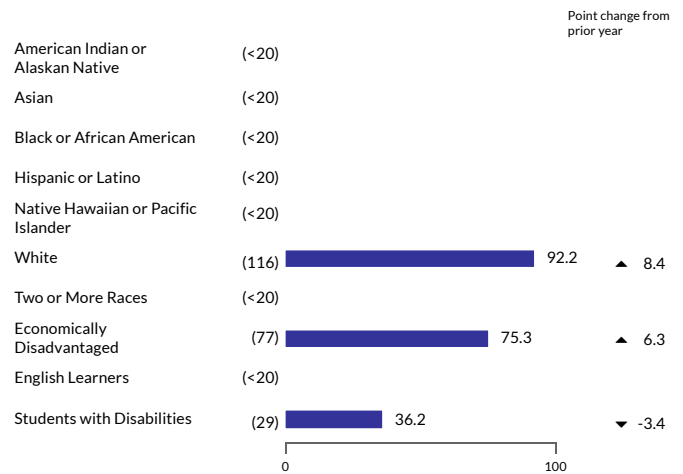
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



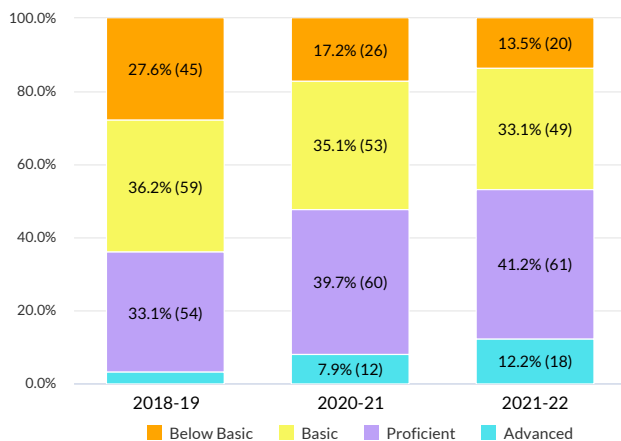
MATHEMATICS



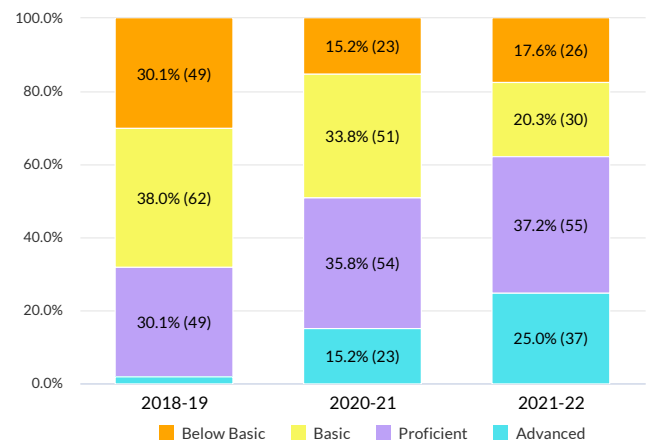
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
100.0%	NA
	NA

MATHEMATICS

All students	Lowest-participating group:
100.0%	NA
	NA

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	163	3.1%	33.1%	36.2%	27.6%	151	7.9%	39.7%	35.1%	17.2%	148	12.2%	41.2%	33.1%	13.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	21	4.8%	9.5%	42.9%	42.9%	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	119	4.2%	34.5%	37.0%	24.4%	108	9.3%	48.1%	33.3%	9.3%	116	12.9%	44.8%	27.6%	14.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	96	1.0%	27.1%	34.4%	37.5%	87	4.6%	36.8%	33.3%	25.3%	77	9.1%	37.7%	37.7%	15.6%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	24	0.0%	8.3%	20.8%	70.8%	24	0.0%	16.7%	41.7%	41.7%	29	3.4%	6.9%	41.4%	48.3%

MATHEMATICS

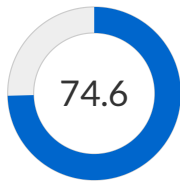
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	163	1.8%	30.1%	38.0%	30.1%	151	15.2%	35.8%	33.8%	15.2%	148	25.0%	37.2%	20.3%	17.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	21	0.0%	23.8%	38.1%	38.1%	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	119	2.5%	32.8%	39.5%	25.2%	108	19.4%	39.8%	29.6%	11.1%	116	28.4%	39.7%	19.8%	12.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	96	0.0%	21.9%	35.4%	42.7%	87	10.3%	35.6%	35.6%	18.4%	77	19.5%	35.1%	22.1%	23.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	24	0.0%	8.3%	12.5%	79.2%	24	0.0%	16.7%	45.8%	37.5%	29	0.0%	20.7%	31.0%	48.3%



GROWTH

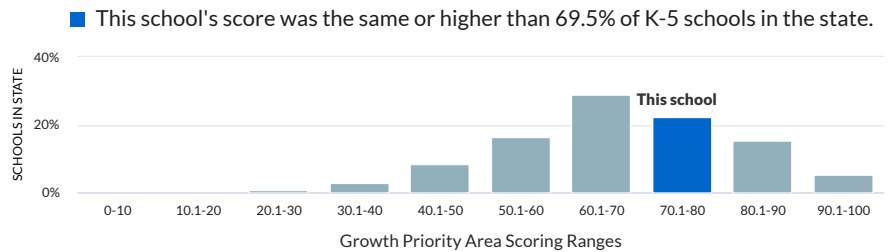
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 79.3

Mathematics Score: 69.8



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	(105)	3.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(81)	3.7
Two or More Races	(<20)	
Economically Disadvantaged	(55)	3.7
Not Economically Disadvantaged	(50)	3.7
English Learners	(<20)	
English Proficient	(92)	3.7
Students with Disabilities	(<20)	
Students without Disabilities	(87)	3.8
Proficient Last Year	(56)	3.8
Not Proficient Last Year	(49)	3.6

MATHEMATICS

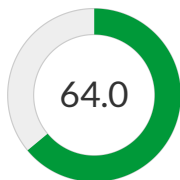
All Students	(105)	3.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(81)	3.2
Two or More Races	(<20)	
Economically Disadvantaged	(55)	3.3
Not Economically Disadvantaged	(50)	3.2
English Learners	(<20)	
English Proficient	(92)	3.3
Students with Disabilities	(<20)	
Students without Disabilities	(87)	3.2
Proficient Last Year	(58)	3.0
Not Proficient Last Year	(47)	3.3



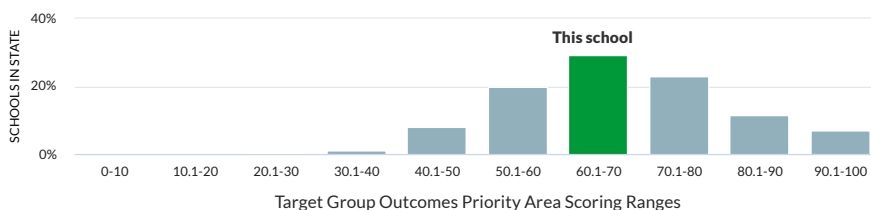
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 38.4% of K-5 schools in the state.



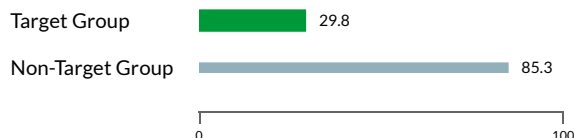
Component Scores

ACHIEVEMENT

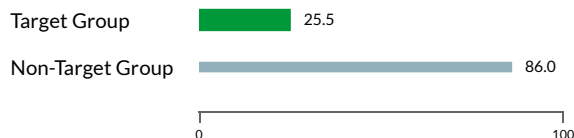
Score: 27.7

Average points-based proficiency rates.

English Language Arts



Mathematics

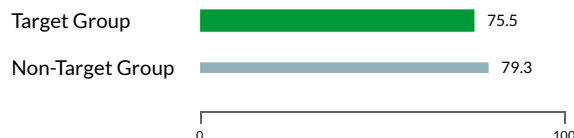


GROWTH

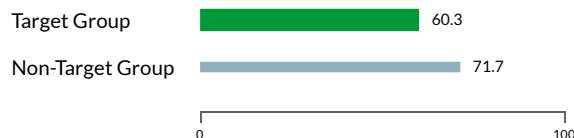
Score: 67.9

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

English Language Arts



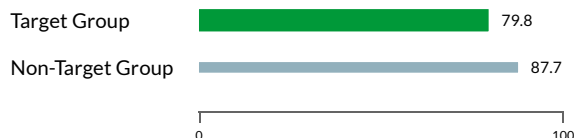
Mathematics



CHRONIC ABSENTEEISM

Score: 79.8

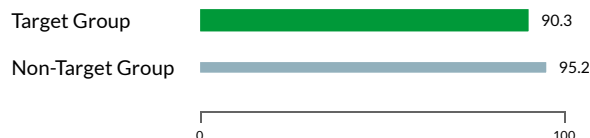
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.3

This score is the overall attendance rate for the Target Group in 2020-21.

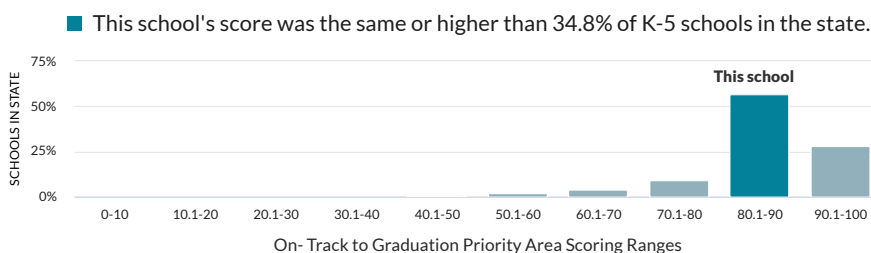
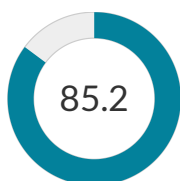




ON-TRACK TO GRADUATION

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

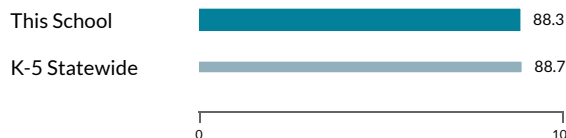


Component Scores

CHRONIC ABSENTEEISM

Score: 88.3

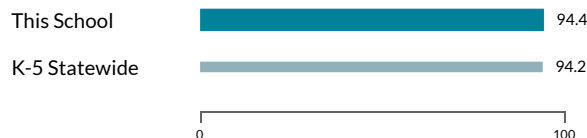
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 94.4

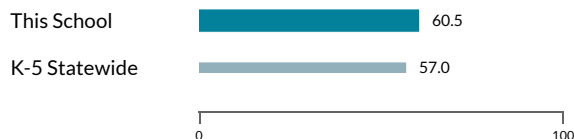
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 60.5

Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	307	10.7%	305	10.5%	309	13.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	33	12.1%	39	10.3%	38	15.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	225	9.8%	221	10.0%	230	10.4%
Two or More Races	26	15.4%	24	4.2%	27	22.2%
Economically Disadvantaged	174	14.9%	172	15.7%	171	20.5%
English Learners	23	8.7%	21	9.5%	25	24.0%
Students with Disabilities	45	6.7%	42	7.1%	47	29.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



OVERVIEW

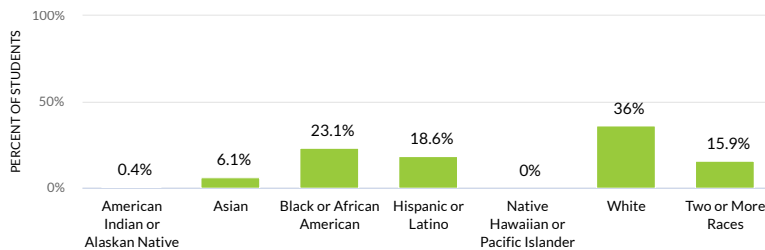
School Details

Grades : K4-5

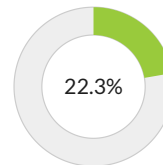
Enrollment : 264

Percent open enrollment : 0.8%

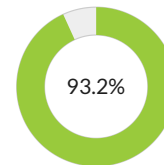
Student Groups



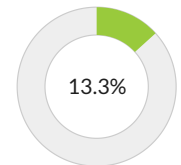
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

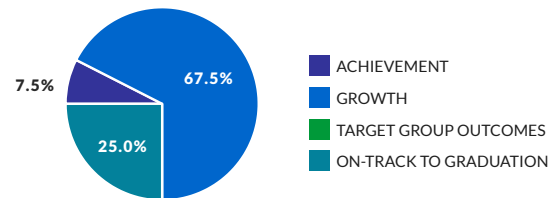
Overall Score

48.8

Meets Few Expectations

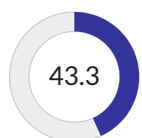


PRIORITY AREA WEIGHTS



Priority Area Scores

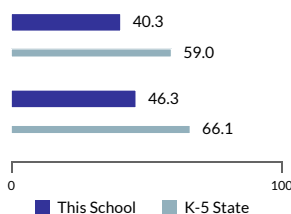
ACHIEVEMENT



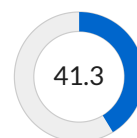
English Language Arts

Mathematics

Subject Area Scores



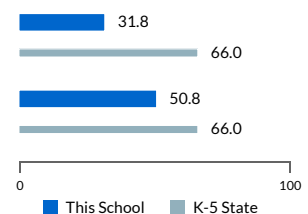
GROWTH



English Language Arts

Mathematics

Subject Area Scores

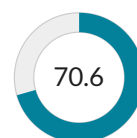


TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



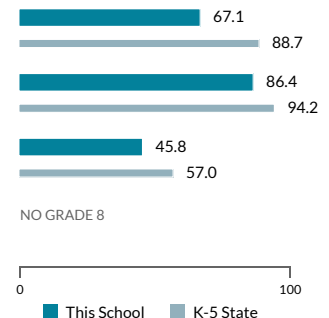
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

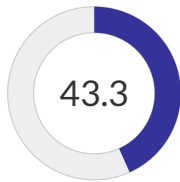




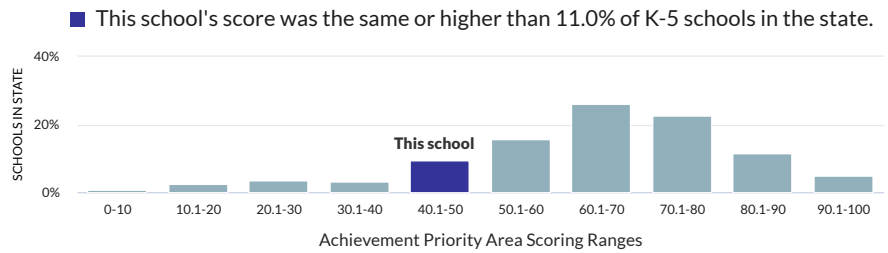
ACHIEVEMENT

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

Priority Area Score



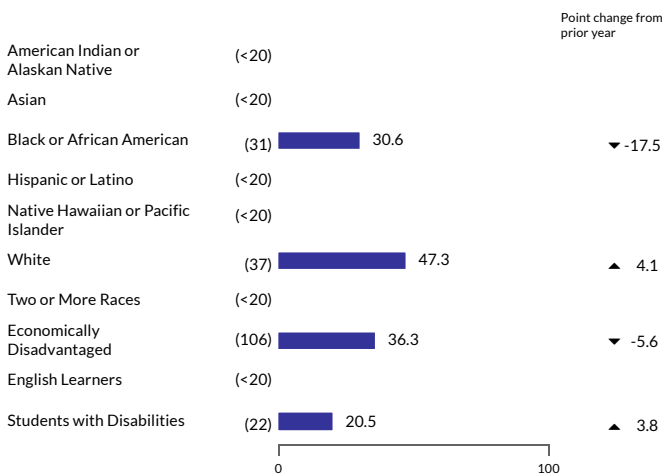
English Language Arts Score: 40.3
Mathematics Score: 46.3



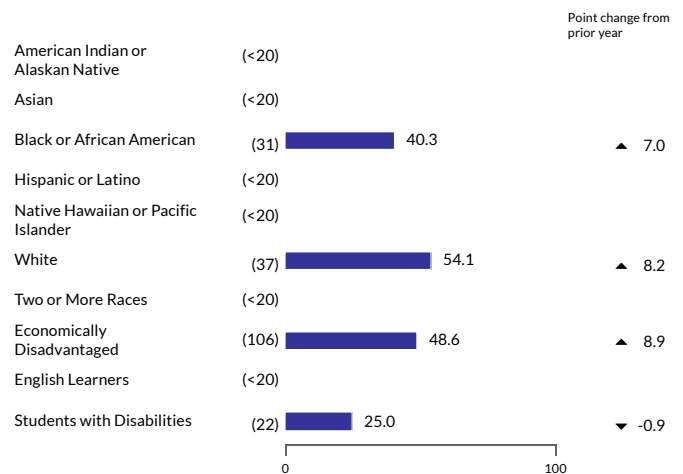
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



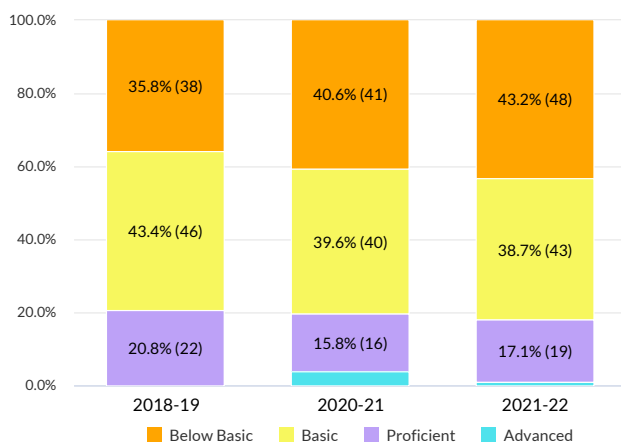
MATHEMATICS



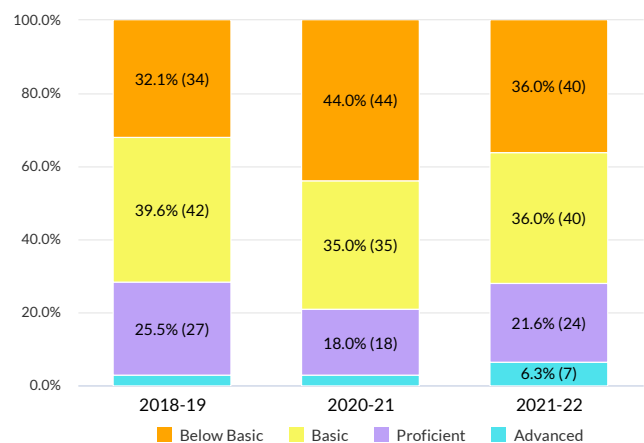
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
97.7%	93.3%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.5%	93.3%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,026	6.7%	33.7%	34.8%	24.8%	158,542	5.8%	31.3%	35.0%	27.9%	174,530	6.4%	32.2%	33.5%	27.9%
All Students	106	0.0%	20.8%	43.4%	35.8%	101	4.0%	15.8%	39.6%	40.6%	111	0.9%	17.1%	38.7%	43.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	26	0.0%	19.2%	53.8%	26.9%	27	0.0%	22.2%	51.9%	25.9%	31	0.0%	12.9%	35.5%	51.6%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	0.0%	14.3%	35.7%	50.0%	37	8.1%	16.2%	29.7%	45.9%	37	2.7%	24.3%	37.8%	35.1%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	98	0.0%	20.4%	44.9%	34.7%	93	4.3%	16.1%	38.7%	40.9%	106	0.9%	15.1%	39.6%	44.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	32	0.0%	9.4%	31.3%	59.4%	27	0.0%	11.1%	11.1%	77.8%	22	0.0%	9.1%	22.7%	68.2%

MATHEMATICS

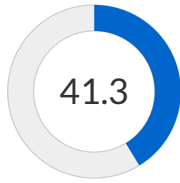
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	189,322	12.0%	34.8%	32.0%	21.2%	158,376	10.1%	32.3%	32.1%	25.6%	175,003	11.9%	33.2%	30.6%	24.4%
All Students	106	2.8%	25.5%	39.6%	32.1%	100	3.0%	18.0%	35.0%	44.0%	111	6.3%	21.6%	36.0%	36.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	26	3.8%	19.2%	50.0%	26.9%	27	3.7%	14.8%	25.9%	55.6%	31	6.5%	12.9%	35.5%	45.2%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	4.8%	19.0%	33.3%	42.9%	37	2.7%	24.3%	35.1%	37.8%	37	8.1%	24.3%	35.1%	32.4%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	98	3.1%	23.5%	40.8%	32.7%	92	3.3%	18.5%	32.6%	45.7%	106	6.6%	19.8%	37.7%	35.8%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	32	0.0%	6.3%	34.4%	59.4%	27	3.7%	7.4%	25.9%	63.0%	22	0.0%	13.6%	22.7%	63.6%



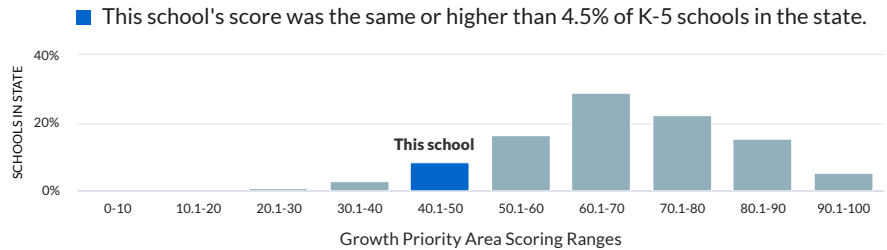
GROWTH

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: 50.8



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	(75)	1.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(23)	0.6
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(23)	1.1
Two or More Races	(<20)	
Economically Disadvantaged	(70)	1.2
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(61)	1.2
Students with Disabilities	(<20)	
Students without Disabilities	(61)	1.0
Proficient Last Year	(<20)	
Not Proficient Last Year	(56)	1.4

MATHEMATICS

All Students	(75)	2.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(23)	2.3
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(23)	1.9
Two or More Races	(<20)	
Economically Disadvantaged	(70)	2.1
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(61)	2.2
Students with Disabilities	(<20)	
Students without Disabilities	(61)	2.2
Proficient Last Year	(<20)	
Not Proficient Last Year	(56)	2.3



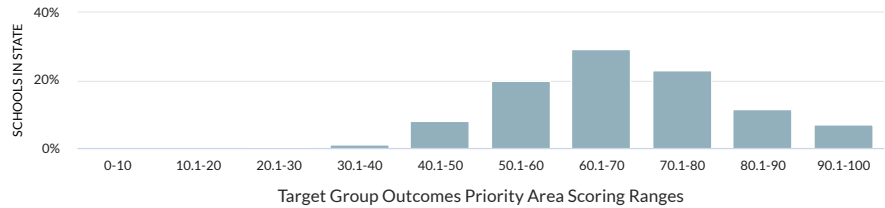
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 is the distribution of scores for K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

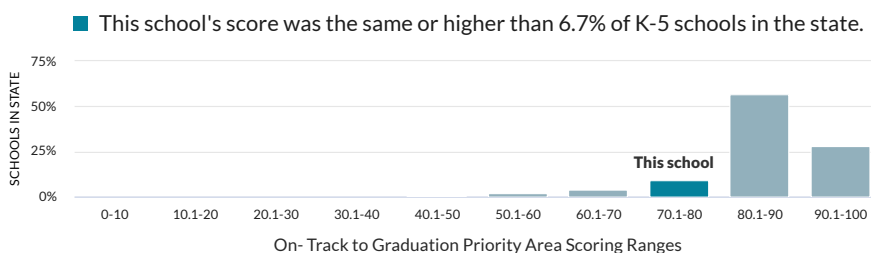
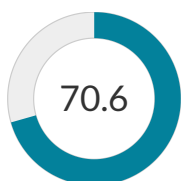
NO DATA TO DISPLAY



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

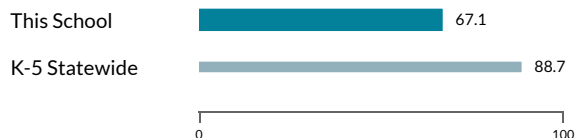


Component Scores

CHRONIC ABSENTEEISM

Score: 67.1

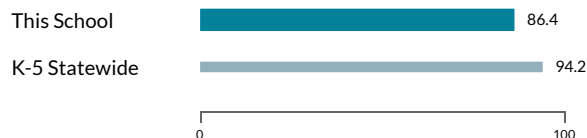
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 86.4

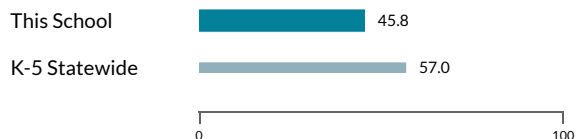
This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 45.8

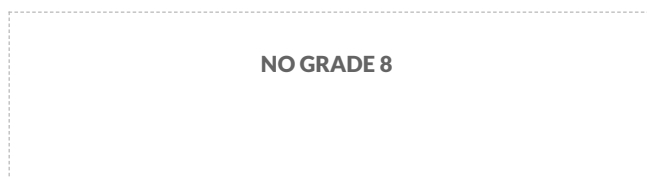
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	371,586	9.6%	365,635	10.2%	352,483	13.5%
All Students	222	30.6%	208	26.4%	205	40.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	52	44.2%	58	27.6%	50	68.0%
Hispanic or Latino	36	41.7%	31	35.5%	35	34.3%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	85	25.9%	72	27.8%	76	30.3%
Two or More Races	35	14.3%	35	20.0%	30	33.3%
Economically Disadvantaged	202	30.7%	199	27.6%	193	39.4%
English Learners	37	37.8%	29	27.6%	31	25.8%
Students with Disabilities	51	27.5%	50	28.0%	59	32.2%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

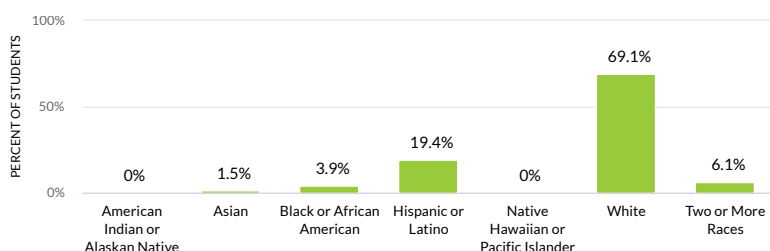
School Details

Grades : 6-8

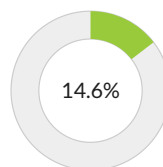
Enrollment : 609

Percent open enrollment : 5.9%

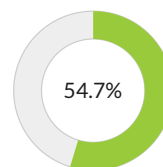
Student Groups



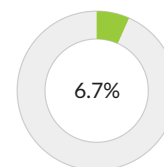
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

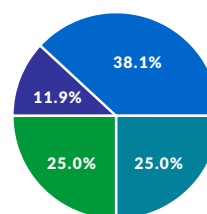
Overall Score

62.7

Meets Expectations



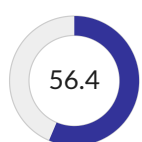
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

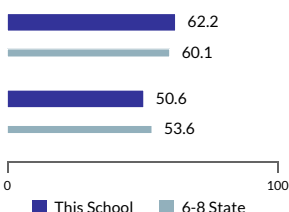
ACHIEVEMENT



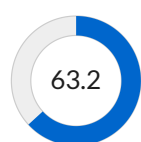
English Language Arts

Mathematics

Subject Area Scores



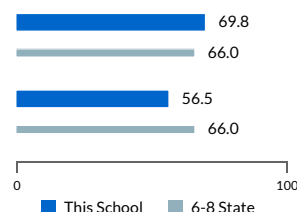
GROWTH



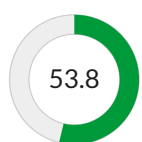
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



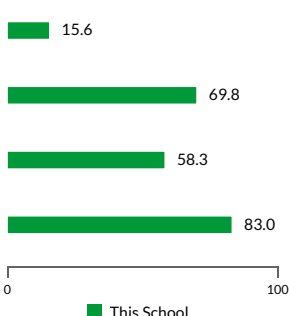
Achievement

Growth

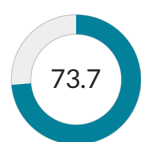
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



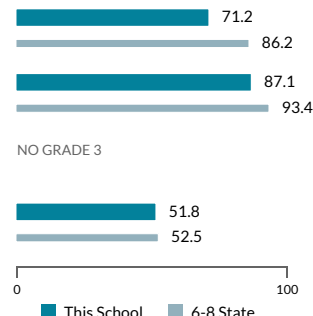
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

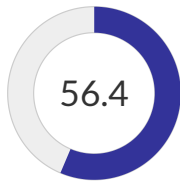




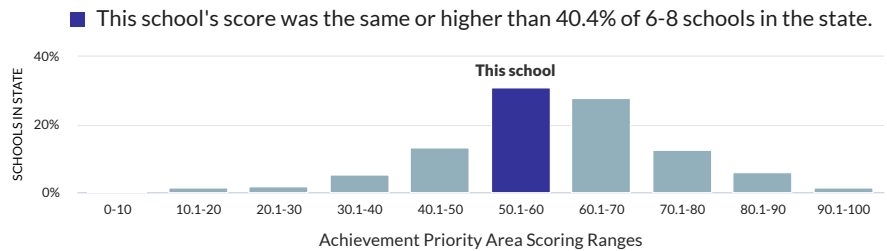
ACHIEVEMENT

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

Priority Area Score



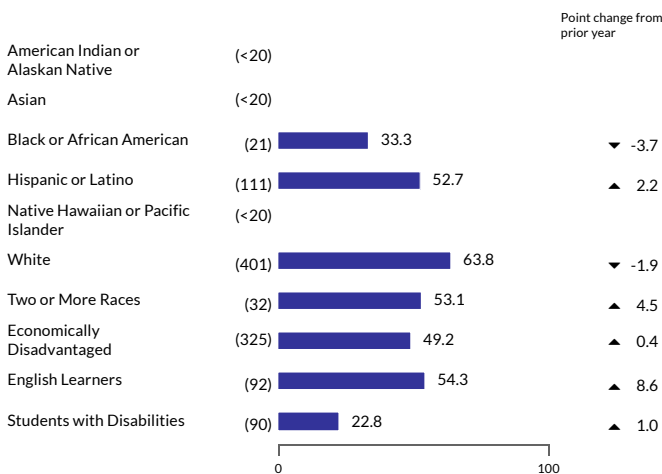
English Language Arts Score: 62.2
Mathematics Score: 50.6



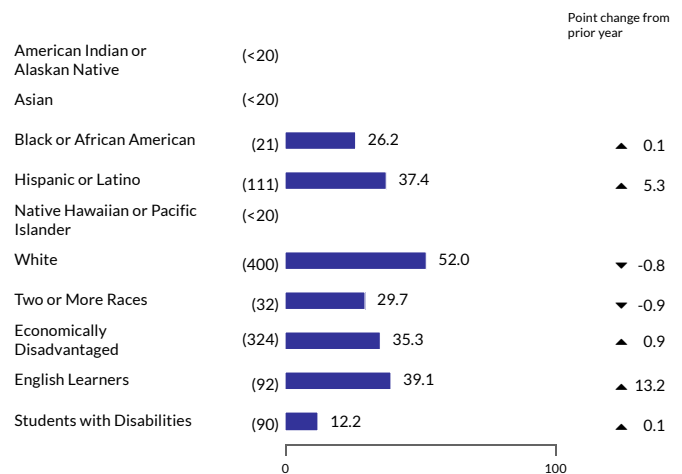
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



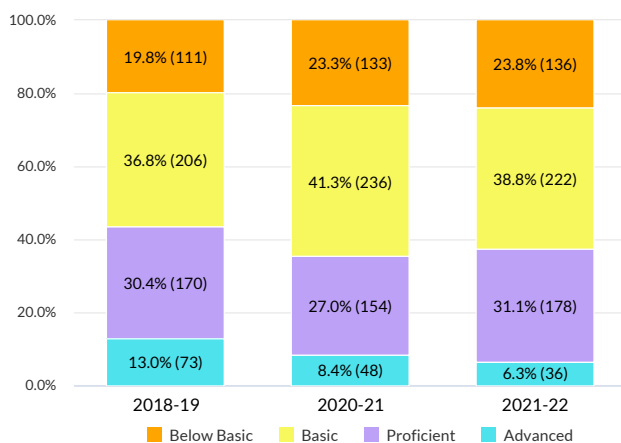
MATHEMATICS



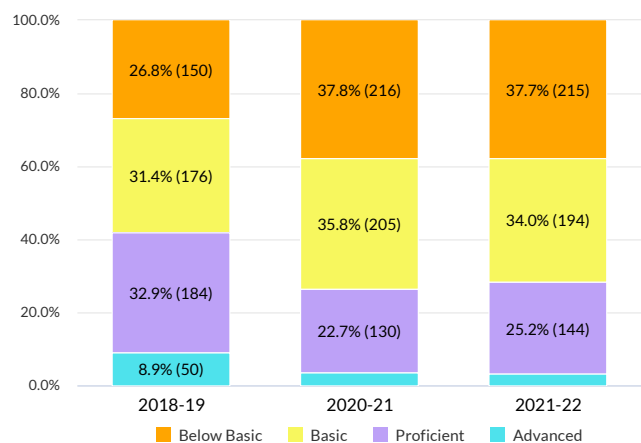
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
99.0%	95.8%

MATHEMATICS

All students	Lowest-participating group: Black or African American
98.9%	95.8%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	560	13.0%	30.4%	36.8%	19.8%	571	8.4%	27.0%	41.3%	23.3%	572	6.3%	31.1%	38.8%	23.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	23	0.0%	21.7%	30.4%	47.8%	21	0.0%	19.0%	28.6%	52.4%
Hispanic or Latino	87	4.6%	24.1%	44.8%	26.4%	106	0.9%	24.5%	49.1%	25.5%	111	3.6%	24.3%	45.9%	26.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	411	15.1%	33.8%	32.6%	18.5%	396	11.6%	28.0%	40.4%	19.9%	401	7.5%	33.9%	37.4%	21.2%
Two or More Races	24	8.3%	16.7%	58.3%	16.7%	36	0.0%	30.6%	36.1%	33.3%	32	3.1%	28.1%	40.6%	28.1%
Economically Disadvantaged	305	4.3%	27.5%	41.0%	27.2%	327	3.7%	21.4%	43.7%	31.2%	325	3.1%	23.1%	43.1%	30.8%
English Learners	66	4.5%	25.8%	42.4%	27.3%	81	2.5%	21.0%	42.0%	34.6%	92	4.3%	23.9%	47.8%	23.9%
Students with Disabilities	65	0.0%	4.6%	30.8%	64.6%	62	0.0%	3.2%	37.1%	59.7%	90	1.1%	6.7%	28.9%	63.3%

MATHEMATICS

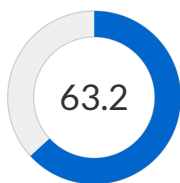
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	560	8.9%	32.9%	31.4%	26.8%	572	3.7%	22.7%	35.8%	37.8%	571	3.2%	25.2%	34.0%	37.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	23	0.0%	4.3%	43.5%	52.2%	21	0.0%	9.5%	33.3%	57.1%
Hispanic or Latino	87	4.6%	20.7%	39.1%	35.6%	106	0.9%	16.0%	29.2%	53.8%	111	0.0%	14.4%	45.9%	39.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	411	10.5%	37.0%	29.0%	23.6%	397	4.5%	27.5%	37.0%	31.0%	400	4.0%	30.5%	31.0%	34.5%
Two or More Races	24	4.2%	29.2%	29.2%	37.5%	36	2.8%	8.3%	36.1%	52.8%	32	0.0%	12.5%	34.4%	53.1%
Economically Disadvantaged	305	3.6%	24.6%	34.1%	37.7%	327	0.3%	16.2%	35.5%	48.0%	324	1.2%	16.0%	34.9%	47.8%
English Learners	67	3.0%	23.9%	38.8%	34.3%	81	2.5%	8.6%	27.2%	61.7%	92	3.3%	12.0%	44.6%	40.2%
Students with Disabilities	65	0.0%	4.6%	18.5%	76.9%	62	0.0%	0.0%	24.2%	75.8%	90	0.0%	6.7%	11.1%	82.2%



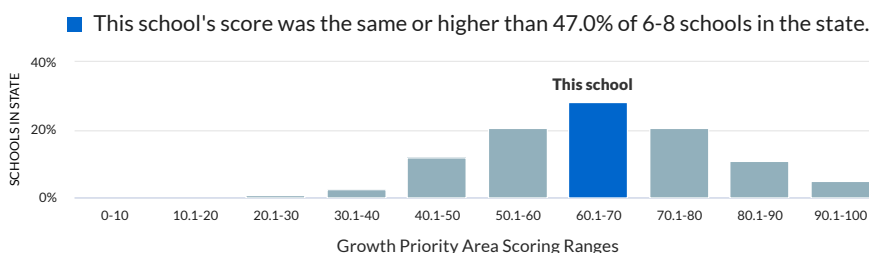
GROWTH

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



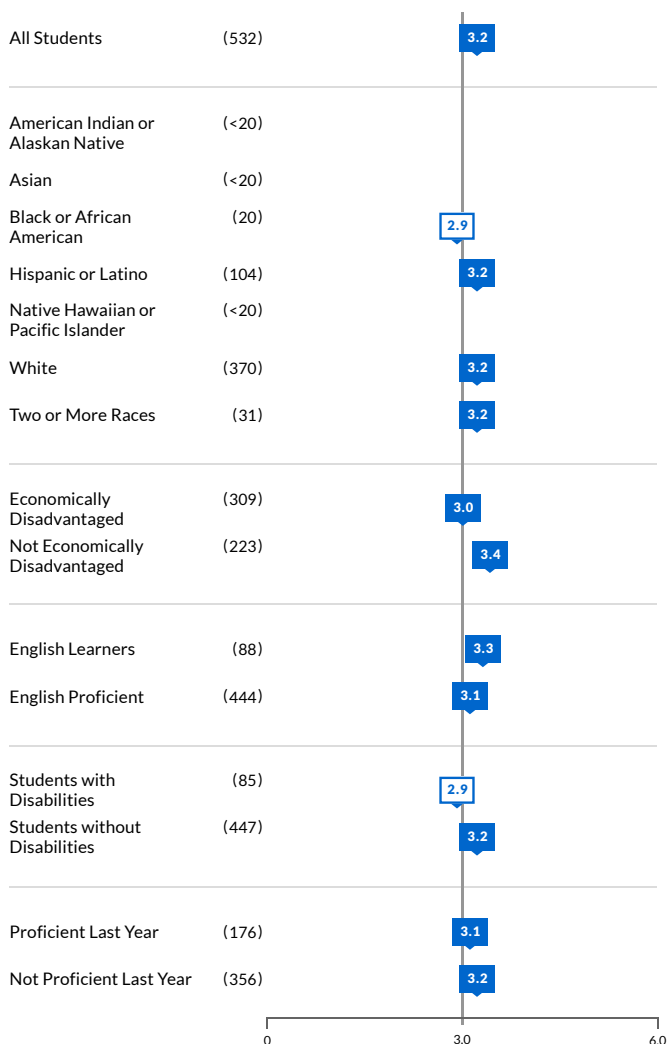
English Language Arts Score: 69.8
Mathematics Score: 56.5



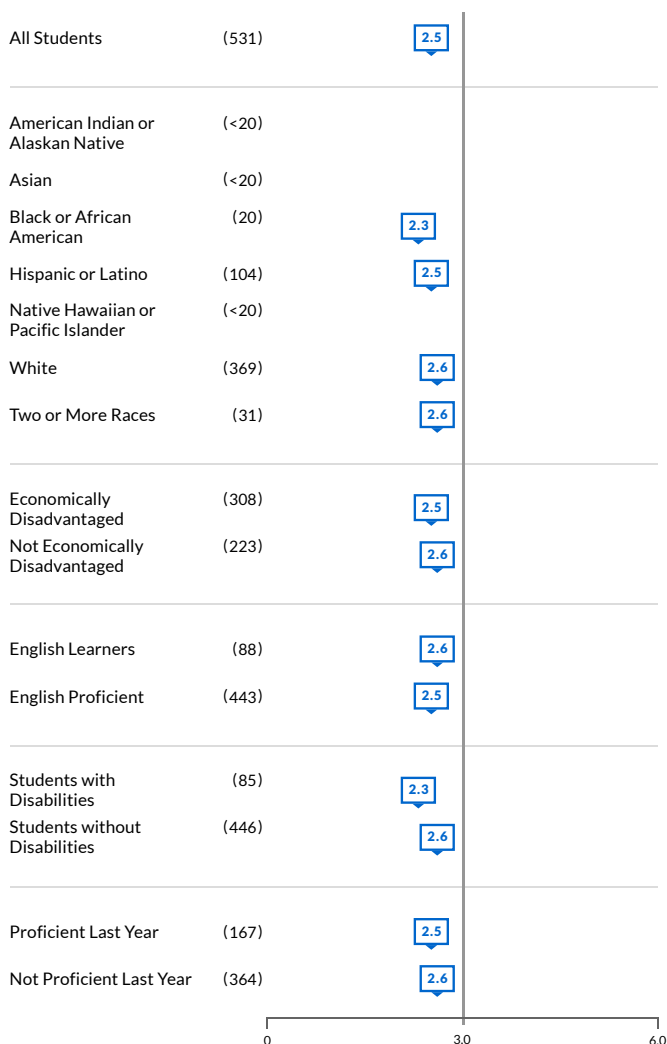
Student Group Value-Added (for information only)

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

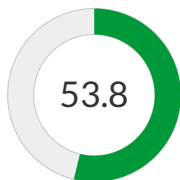




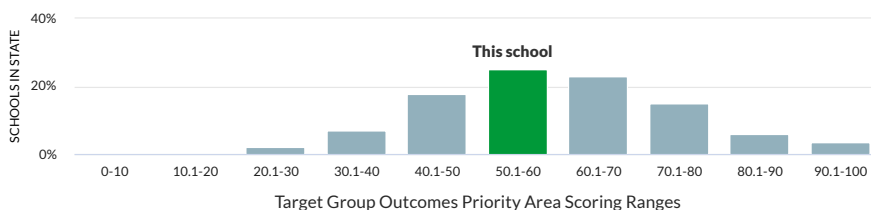
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 34.2% of 6-8 schools in the state.



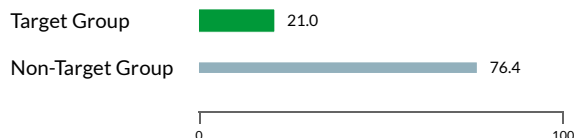
Component Scores

ACHIEVEMENT

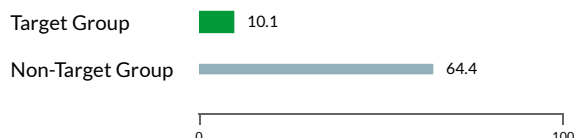
Score: 15.6

Average points-based proficiency rates.

English Language Arts



Mathematics

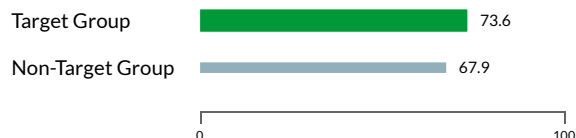


GROWTH

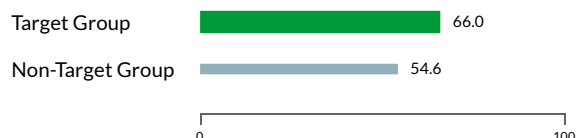
Score: 69.8

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

English Language Arts



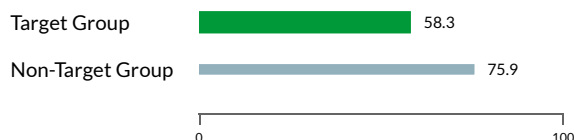
Mathematics



CHRONIC ABSENTEEISM

Score: 58.3

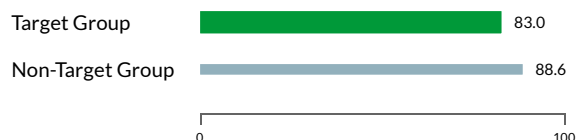
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 83.0

This score is the overall attendance rate for the Target Group in 2020-21.

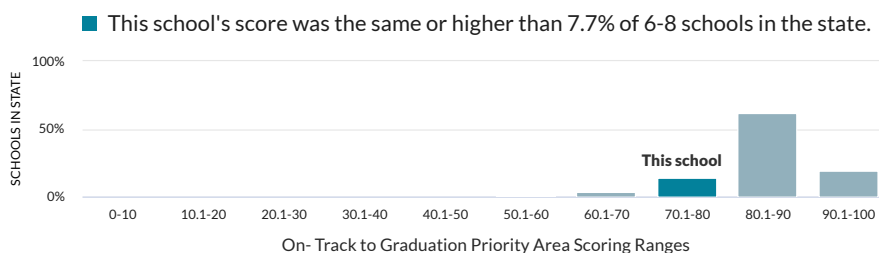
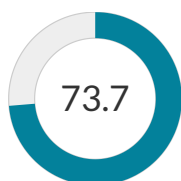




ON-TRACK TO GRADUATION

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

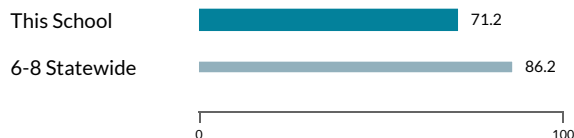


Component Scores

CHRONIC ABSENTEEISM

Score: 71.2

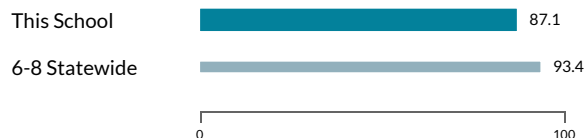
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 87.1

This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

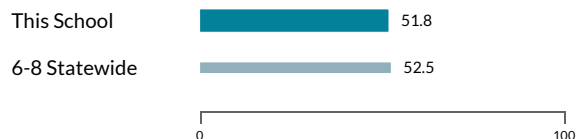
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 51.8

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	582	20.4%	604	23.0%	623	38.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	22	40.9%	27	63.0%
Hispanic or Latino	88	20.5%	95	16.8%	114	42.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	429	18.9%	442	21.9%	433	34.9%
Two or More Races	27	33.3%	36	36.1%	39	53.8%
Economically Disadvantaged	323	31.0%	363	29.8%	356	51.1%
English Learners	67	16.4%	72	12.5%	86	43.0%
Students with Disabilities	66	31.8%	70	38.6%	67	53.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



OVERVIEW

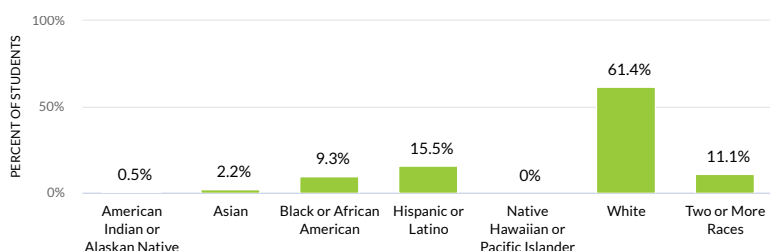
School Details

Grades : 6-8

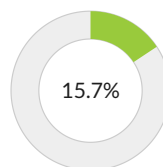
Enrollment : 594

Percent open enrollment : 2.9%

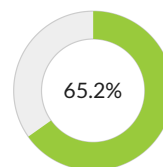
Student Groups



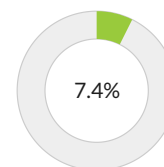
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

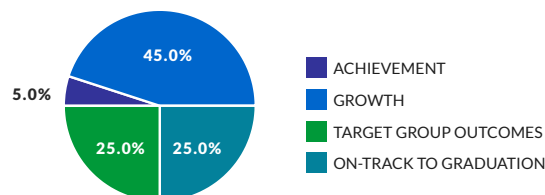
Overall Score

62.9

Meets Expectations

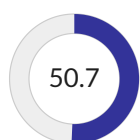


PRIORITY AREA WEIGHTS



Priority Area Scores

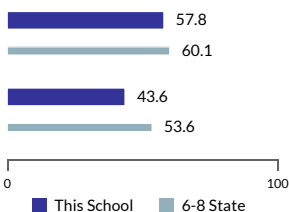
ACHIEVEMENT



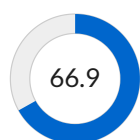
English Language Arts

Mathematics

Subject Area Scores



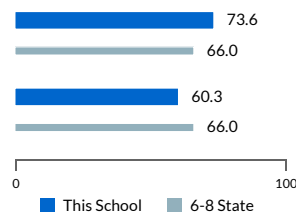
GROWTH



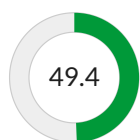
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



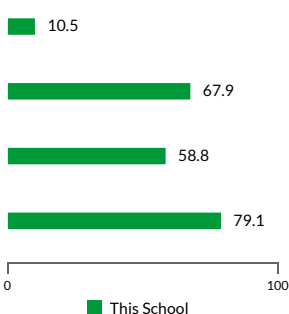
Achievement

Growth

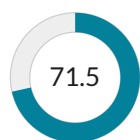
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



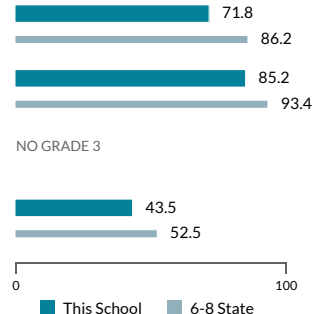
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

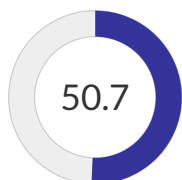




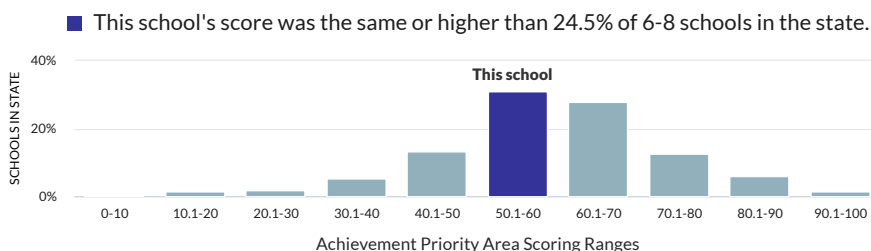
ACHIEVEMENT

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

Priority Area Score



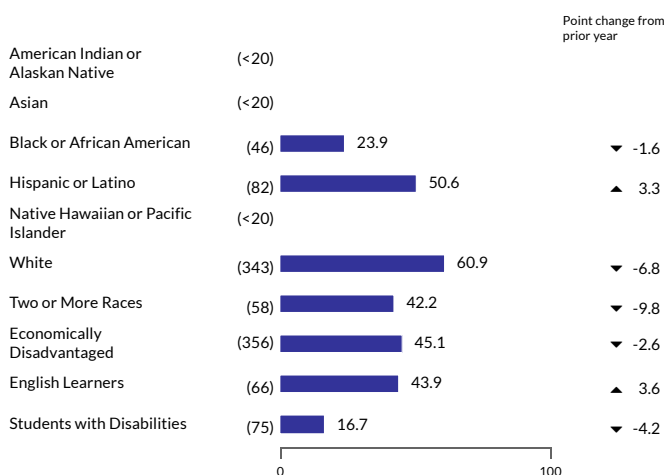
English Language Arts Score: 57.8
Mathematics Score: 43.6



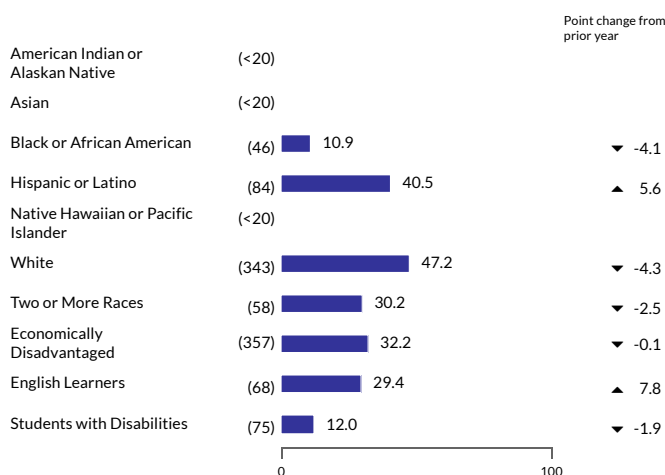
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



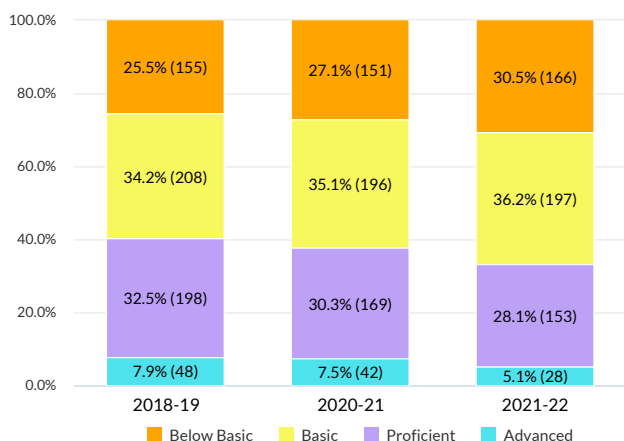
MATHEMATICS



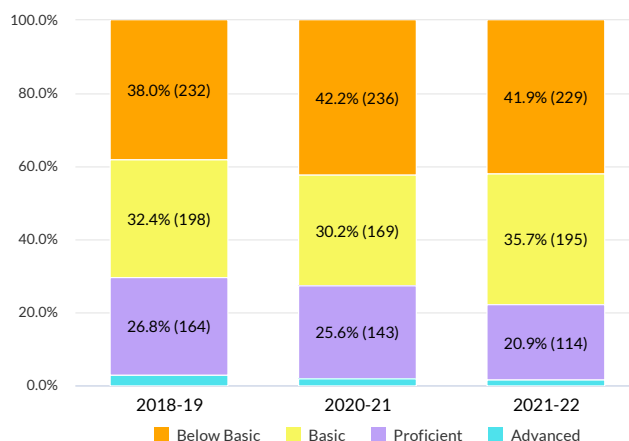
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
96.3%	88.8%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
96.3%	88.8%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	609	7.9%	32.5%	34.2%	25.5%	558	7.5%	30.3%	35.1%	27.1%	544	5.1%	28.1%	36.2%	30.5%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	50	0.0%	20.0%	36.0%	44.0%	51	0.0%	9.8%	31.4%	58.8%	46	0.0%	6.5%	34.8%	58.7%
Hispanic or Latino	76	9.2%	13.2%	50.0%	27.6%	73	2.7%	24.7%	37.0%	35.6%	82	3.7%	30.5%	29.3%	36.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	415	8.9%	38.8%	29.2%	23.1%	364	10.4%	35.2%	33.8%	20.6%	343	7.3%	31.8%	36.4%	24.5%
Two or More Races	44	6.8%	18.2%	56.8%	18.2%	51	3.9%	27.5%	37.3%	31.4%	58	0.0%	19.0%	46.6%	34.5%
Economically Disadvantaged	389	5.9%	26.2%	36.8%	31.1%	341	4.7%	22.0%	37.2%	36.1%	356	2.8%	22.8%	36.2%	38.2%
English Learners	70	2.9%	17.1%	48.6%	31.4%	67	1.5%	14.9%	46.3%	37.3%	66	1.5%	25.8%	31.8%	40.9%
Students with Disabilities	74	0.0%	4.1%	28.4%	67.6%	79	2.5%	6.3%	21.5%	69.6%	75	0.0%	5.3%	22.7%	72.0%

MATHEMATICS

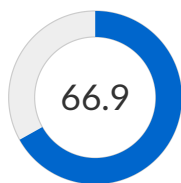
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	611	2.8%	26.8%	32.4%	38.0%	559	2.0%	25.6%	30.2%	42.2%	546	1.5%	20.9%	35.7%	41.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	50	0.0%	8.0%	32.0%	60.0%	50	0.0%	6.0%	18.0%	76.0%	46	0.0%	2.2%	17.4%	80.4%
Hispanic or Latino	78	1.3%	23.1%	26.9%	48.7%	73	0.0%	20.5%	28.8%	50.7%	84	2.4%	19.0%	35.7%	42.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	415	3.9%	30.4%	31.8%	34.0%	365	3.0%	31.0%	32.1%	34.0%	343	1.7%	25.4%	38.5%	34.4%
Two or More Races	44	0.0%	25.0%	36.4%	38.6%	52	0.0%	19.2%	26.9%	53.8%	58	0.0%	13.8%	32.8%	53.4%
Economically Disadvantaged	390	1.3%	21.3%	31.5%	45.9%	342	0.9%	16.4%	29.2%	53.5%	357	0.6%	14.6%	33.6%	51.3%
English Learners	72	1.4%	13.9%	34.7%	50.0%	67	0.0%	6.0%	31.3%	62.7%	68	0.0%	11.8%	35.3%	52.9%
Students with Disabilities	74	0.0%	2.7%	12.2%	85.1%	79	0.0%	7.6%	12.7%	79.7%	75	0.0%	8.0%	8.0%	84.0%



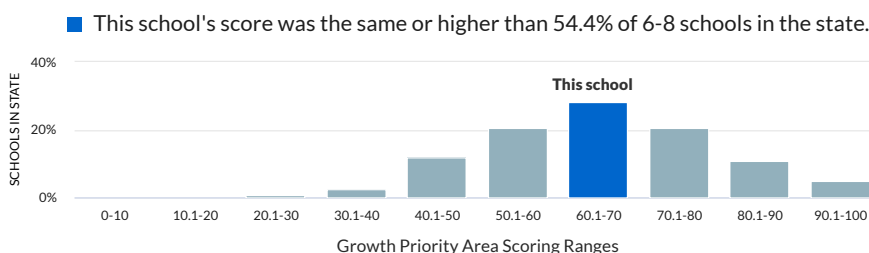
GROWTH

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



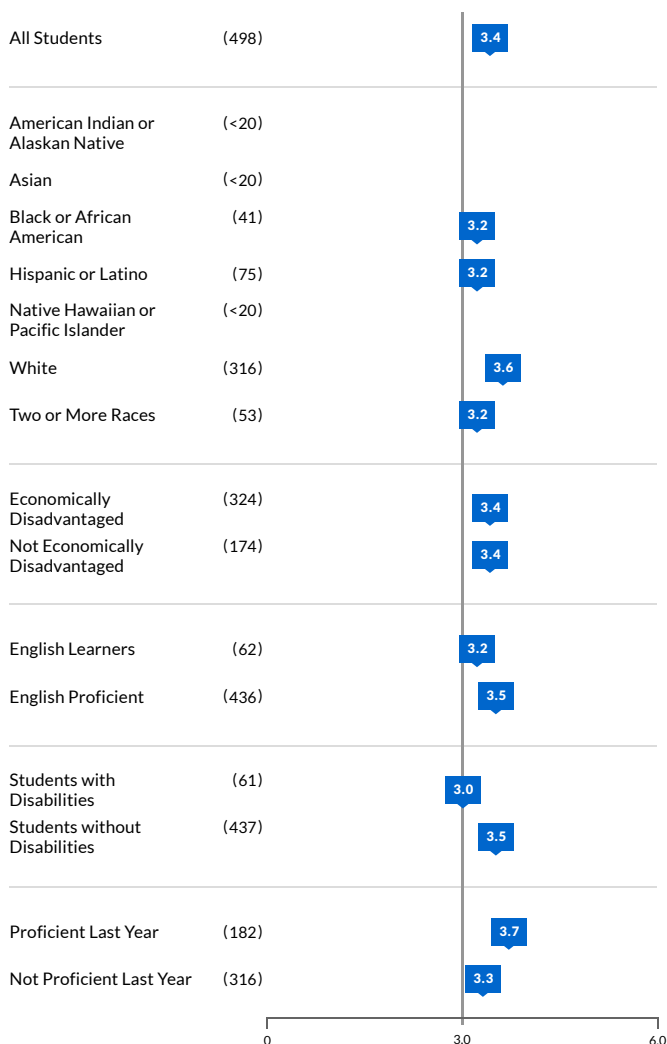
English Language Arts Score: 73.6
Mathematics Score: 60.3



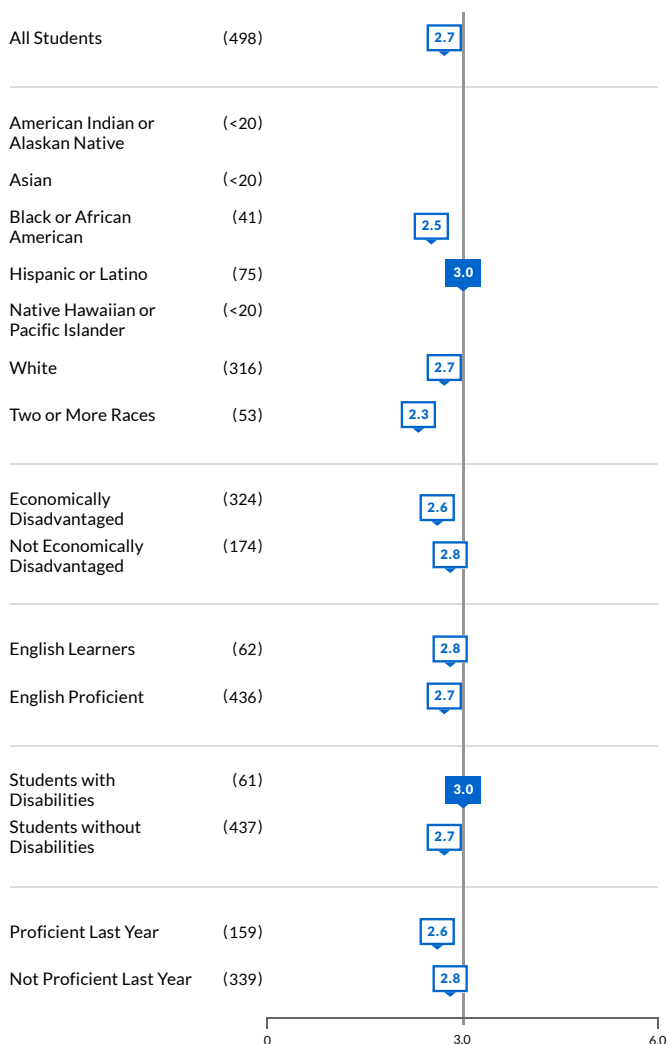
Student Group Value-Added (for information only)

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

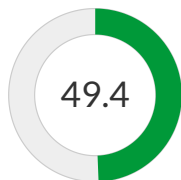




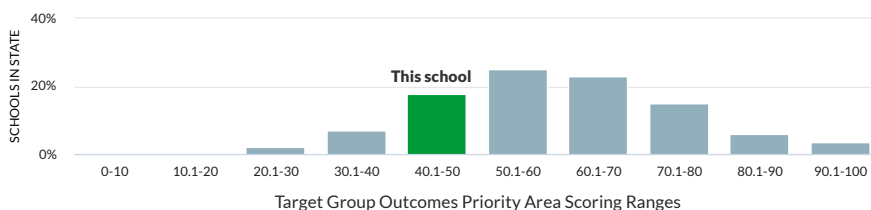
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 26.6% of 6-8 schools in the state.



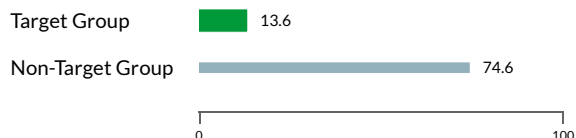
Component Scores

ACHIEVEMENT

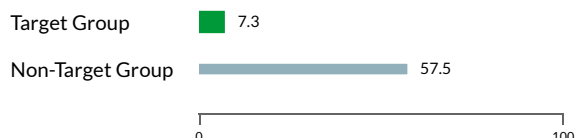
Score: 10.5

Average points-based proficiency rates.

English Language Arts



Mathematics

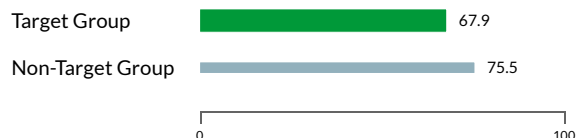


GROWTH

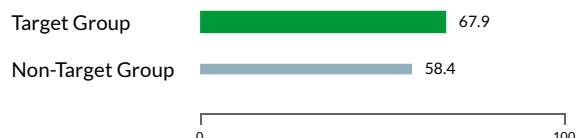
Score: 67.9

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

English Language Arts



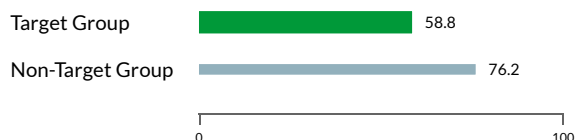
Mathematics



CHRONIC ABSENTEEISM

Score: 58.8

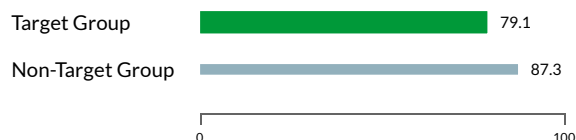
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 79.1

This score is the overall attendance rate for the Target Group in 2020-21.

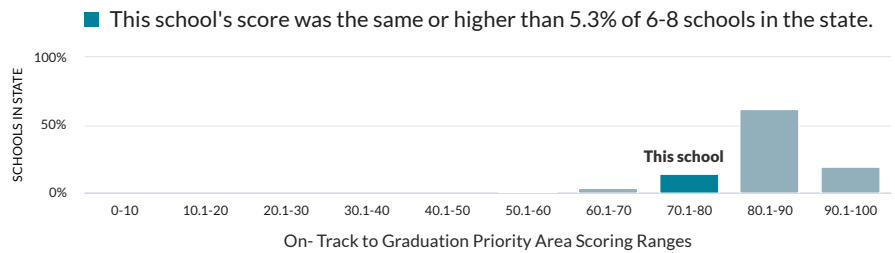
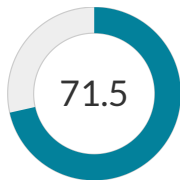




ON-TRACK TO GRADUATION

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

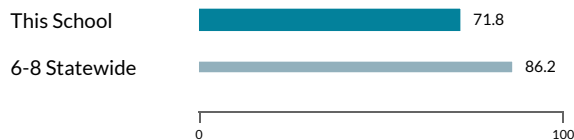


Component Scores

CHRONIC ABSENTEEISM

Score: 71.8

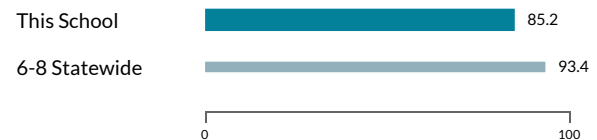
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 85.2

This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

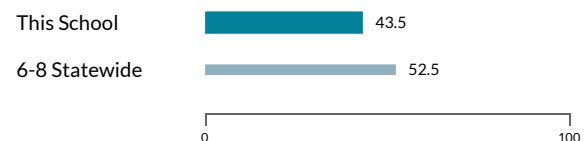
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 43.5

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	637	21.5%	637	22.6%	634	37.4%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	21	14.3%	<20	*
Black or African American	57	38.6%	46	41.3%	56	75.0%
Hispanic or Latino	81	17.3%	82	20.7%	84	40.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	423	17.5%	428	19.4%	415	29.9%
Two or More Races	52	42.3%	56	35.7%	60	46.7%
Economically Disadvantaged	409	27.6%	419	29.8%	401	48.4%
English Learners	75	14.7%	85	17.6%	72	40.3%
Students with Disabilities	76	34.2%	87	34.5%	95	47.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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



OVERVIEW

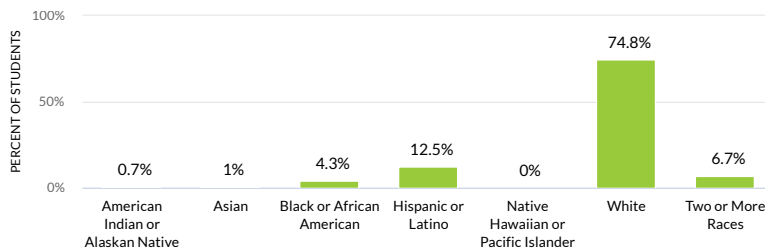
School Details

Grades : 6-8

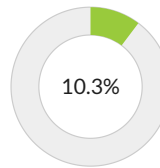
Enrollment : 719

Percent open enrollment : 7%

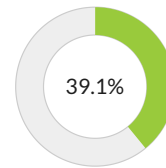
Student Groups



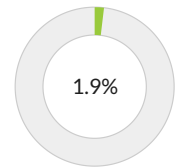
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

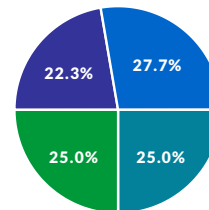
Overall Score

56.8

Meets Few Expectations



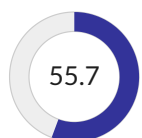
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

Priority Area Scores

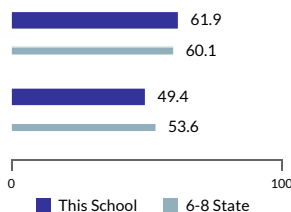
ACHIEVEMENT



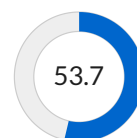
English Language Arts

Mathematics

Subject Area Scores



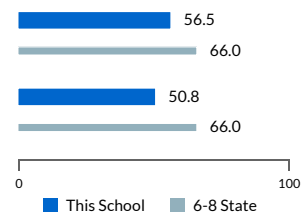
GROWTH



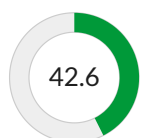
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



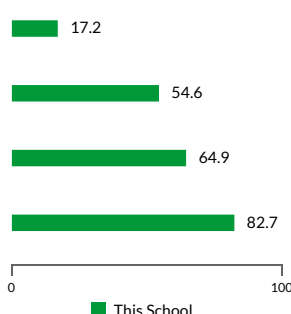
Achievement

Growth

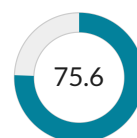
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



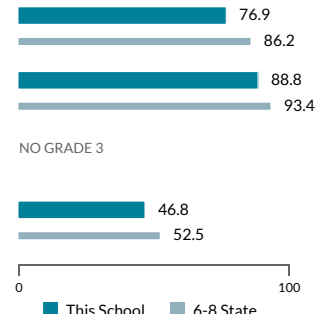
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

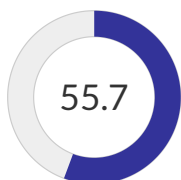




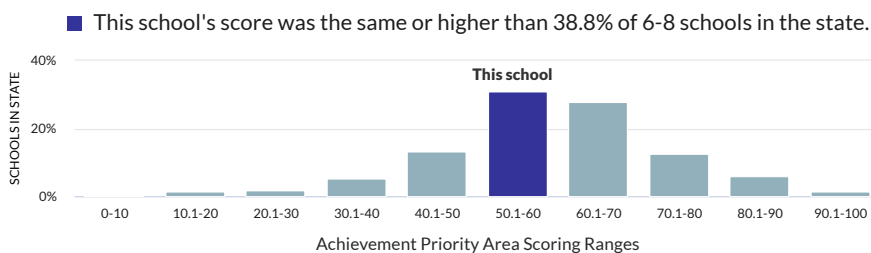
ACHIEVEMENT

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

Priority Area Score



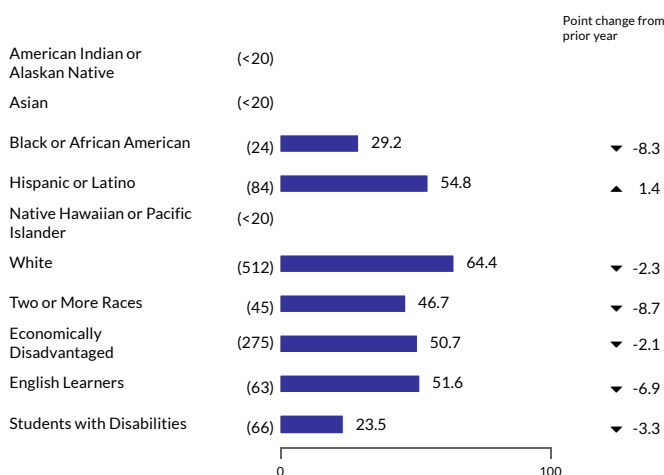
English Language Arts Score: 61.9
Mathematics Score: 49.4



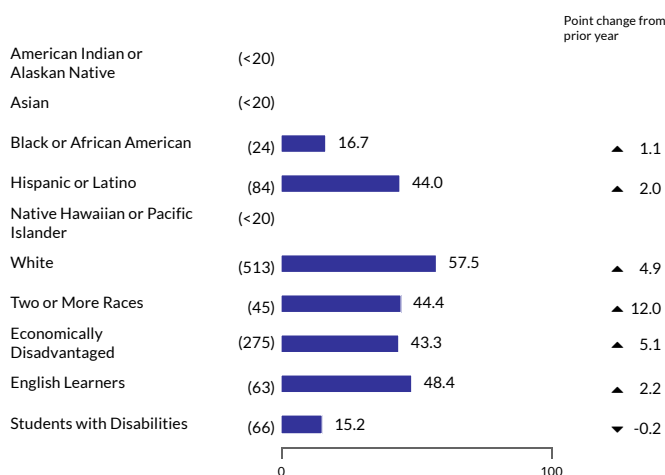
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



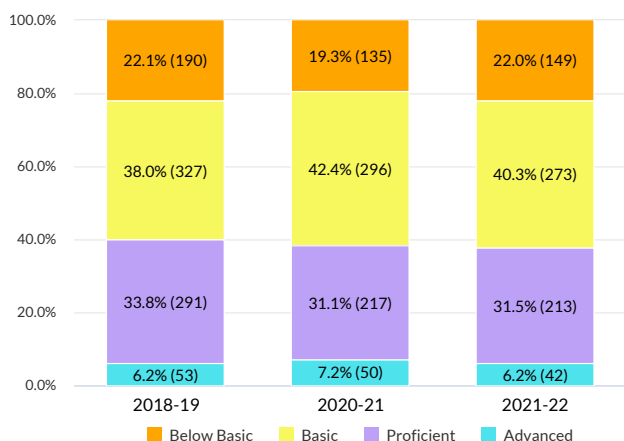
MATHEMATICS



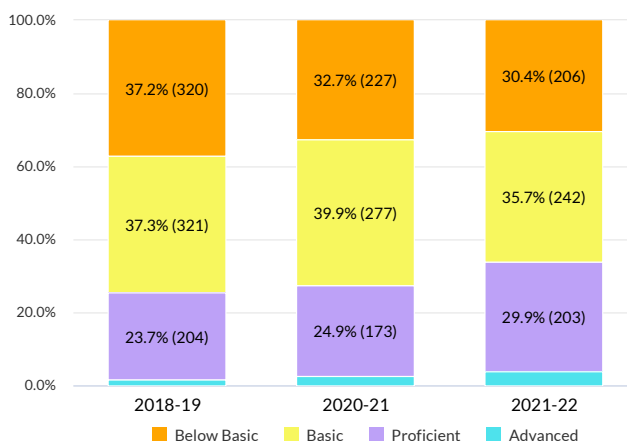
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Two or More Races
99.0%	95.9%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
99.3%	95.9%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,409	8.9%	31.8%	35.2%	24.1%	167,490	8.0%	30.7%	36.2%	25.1%	183,084	7.2%	29.0%	35.8%	28.0%
All Students	861	6.2%	33.8%	38.0%	22.1%	698	7.2%	31.1%	42.4%	19.3%	677	6.2%	31.5%	40.3%	22.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	44	0.0%	18.2%	27.3%	54.5%	32	6.3%	9.4%	37.5%	46.9%	24	4.2%	8.3%	29.2%	58.3%
Hispanic or Latino	95	4.2%	31.6%	37.9%	26.3%	88	1.1%	26.1%	51.1%	21.6%	84	2.4%	25.0%	52.4%	20.2%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	658	6.8%	36.3%	38.1%	18.7%	531	8.3%	33.3%	41.8%	16.6%	512	7.4%	34.0%	38.5%	20.1%
Two or More Races	48	4.2%	18.8%	43.8%	33.3%	37	5.4%	27.0%	40.5%	27.0%	45	0.0%	22.2%	48.9%	28.9%
Economically Disadvantaged	370	2.4%	23.8%	38.6%	35.1%	285	2.8%	27.7%	41.8%	27.7%	275	2.9%	26.2%	40.4%	30.5%
English Learners	61	4.9%	26.2%	41.0%	27.9%	65	1.5%	32.3%	47.7%	18.5%	63	1.6%	22.2%	54.0%	22.2%
Students with Disabilities	93	0.0%	7.5%	28.0%	64.5%	82	1.2%	8.5%	32.9%	57.3%	66	0.0%	6.1%	34.8%	59.1%

MATHEMATICS

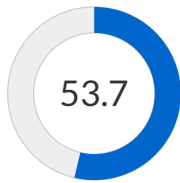
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-8 State	192,642	6.5%	32.3%	31.7%	29.5%	167,370	4.8%	28.3%	33.1%	33.8%	183,391	5.3%	28.6%	30.6%	35.5%
All Students	860	1.7%	23.7%	37.3%	37.2%	694	2.4%	24.9%	39.9%	32.7%	678	4.0%	29.9%	35.7%	30.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	44	2.3%	4.5%	22.7%	70.5%	32	0.0%	9.4%	12.5%	78.1%	24	0.0%	8.3%	16.7%	75.0%
Hispanic or Latino	95	0.0%	16.8%	33.7%	49.5%	88	1.1%	19.3%	42.0%	37.5%	84	1.2%	22.6%	39.3%	36.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	657	2.1%	26.0%	38.5%	33.3%	527	3.0%	27.1%	41.7%	28.1%	513	4.9%	32.2%	36.1%	26.9%
Two or More Races	48	0.0%	20.8%	35.4%	43.8%	37	0.0%	16.2%	32.4%	51.4%	45	0.0%	24.4%	40.0%	35.6%
Economically Disadvantaged	370	0.5%	13.2%	34.9%	51.4%	283	1.4%	16.6%	38.9%	43.1%	275	0.7%	24.4%	35.6%	39.3%
English Learners	61	0.0%	16.4%	34.4%	49.2%	65	0.0%	23.1%	46.2%	30.8%	63	1.6%	22.2%	47.6%	28.6%
Students with Disabilities	93	0.0%	1.1%	16.1%	82.8%	81	0.0%	2.5%	25.9%	71.6%	66	0.0%	4.5%	21.2%	74.2%



GROWTH

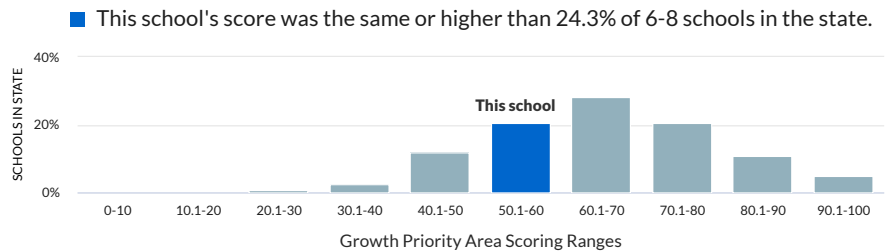
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 56.5

Mathematics Score: 50.8



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	(631)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(21)	2.3
Hispanic or Latino	(81)	2.3
Native Hawaiian or Pacific Islander	(<20)	
White	(477)	2.5
Two or More Races	(42)	2.2
Economically Disadvantaged	(250)	2.2
Not Economically Disadvantaged	(381)	2.6
English Learners	(62)	2.3
English Proficient	(569)	2.5
Students with Disabilities	(59)	2.6
Students without Disabilities	(572)	2.4
Proficient Last Year	(274)	2.6
Not Proficient Last Year	(357)	2.3

MATHEMATICS

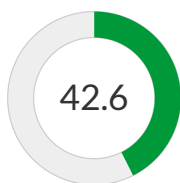
All Students	(632)	2.2
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(21)	2.1
Hispanic or Latino	(81)	2.1
Native Hawaiian or Pacific Islander	(<20)	
White	(478)	2.3
Two or More Races	(42)	1.9
Economically Disadvantaged	(250)	2.2
Not Economically Disadvantaged	(382)	2.3
English Learners	(62)	2.4
English Proficient	(570)	2.2
Students with Disabilities	(59)	2.7
Students without Disabilities	(573)	2.2
Proficient Last Year	(245)	2.3
Not Proficient Last Year	(387)	2.3



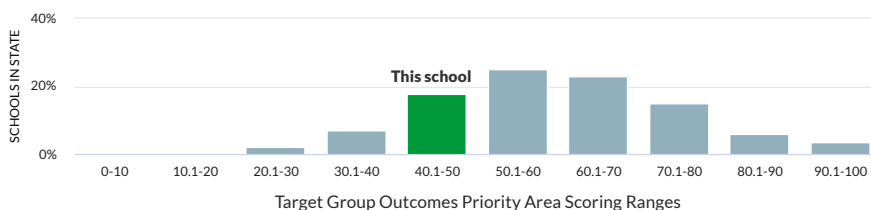
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 13.7% of 6-8 schools in the state.



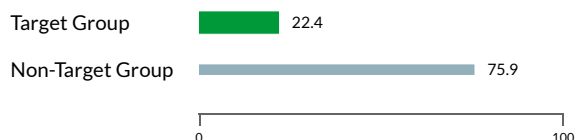
Component Scores

ACHIEVEMENT

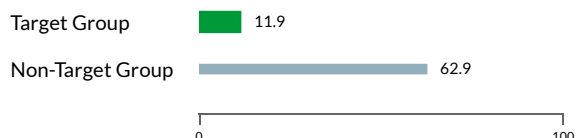
Score: 17.2

Average points-based proficiency rates.

English Language Arts



Mathematics

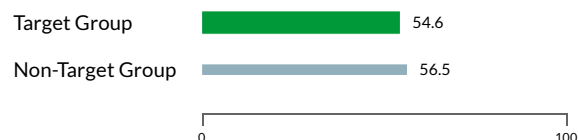


GROWTH

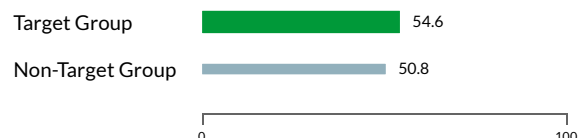
Score: 54.6

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

English Language Arts



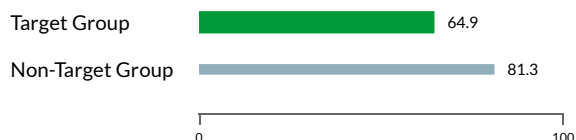
Mathematics



CHRONIC ABSENTEEISM

Score: 64.9

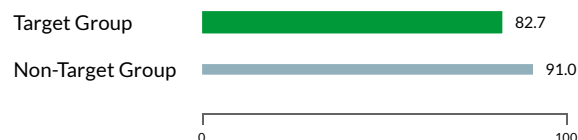
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 82.7

This score is the overall attendance rate for the Target Group in 2020-21.

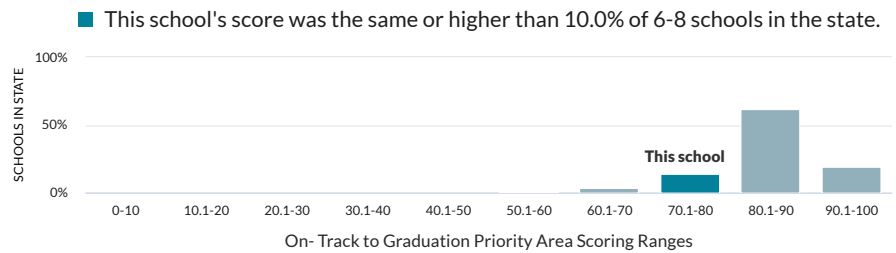
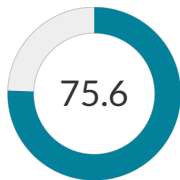




ON-TRACK TO GRADUATION

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

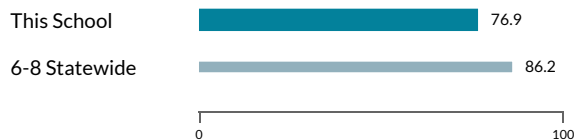


Component Scores

CHRONIC ABSENTEEISM

Score: 76.9

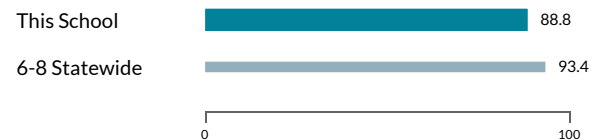
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 88.8

This score is the overall attendance rate for the school in 2020-21.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

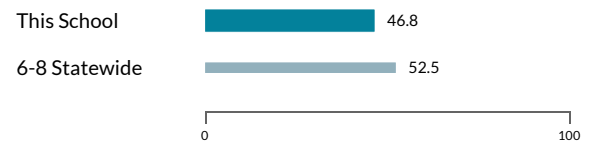
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 46.8

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-8 State	194,602	11.9%	196,301	11.9%	191,978	16.6%
All Students	884	18.4%	859	20.3%	761	29.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	47	25.5%	47	23.4%	39	56.4%
Hispanic or Latino	97	18.6%	108	24.1%	98	43.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	672	17.3%	635	19.1%	570	24.7%
Two or More Races	52	30.8%	52	26.9%	42	35.7%
Economically Disadvantaged	383	29.5%	385	28.8%	320	45.6%
English Learners	61	9.8%	66	18.2%	69	31.9%
Students with Disabilities	93	30.1%	82	31.7%	89	37.1%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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





OVERVIEW

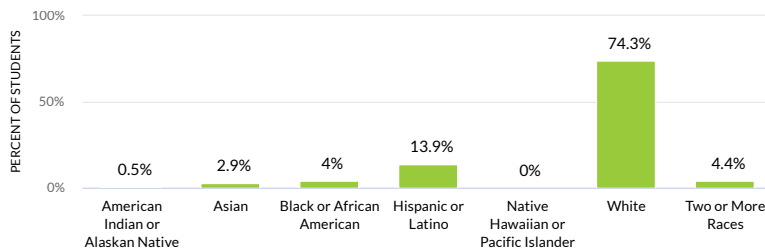
School Details

Grades : 9-12

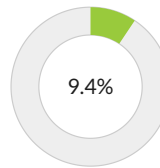
Enrollment : 1,537

Percent open enrollment : 9.7%

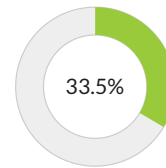
Student Groups



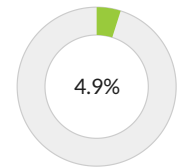
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary

Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

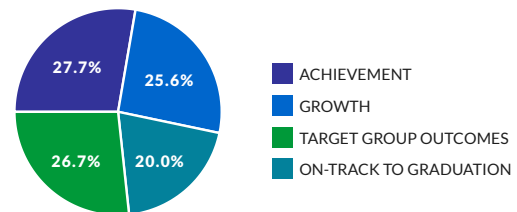
Overall Score

59.5

Meets Expectations

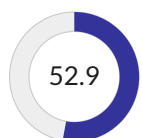


PRIORITY AREA WEIGHTS



Priority Area Scores

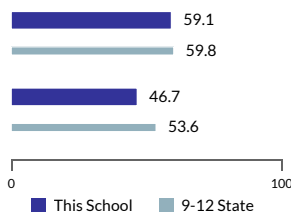
ACHIEVEMENT



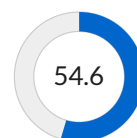
English Language Arts

Mathematics

Subject Area Scores



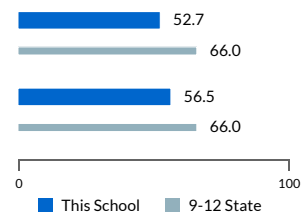
GROWTH



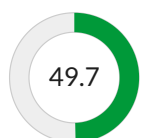
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



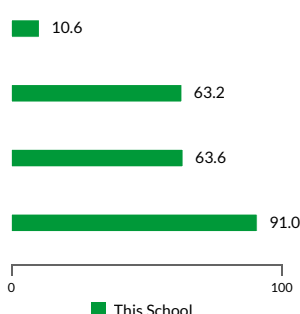
Achievement

Growth

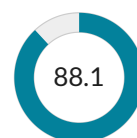
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



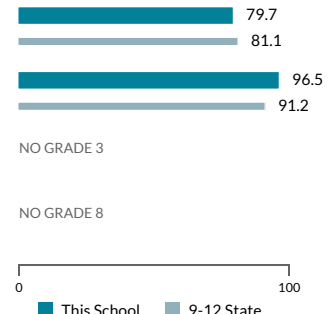
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

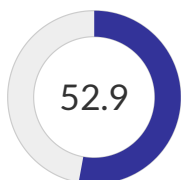




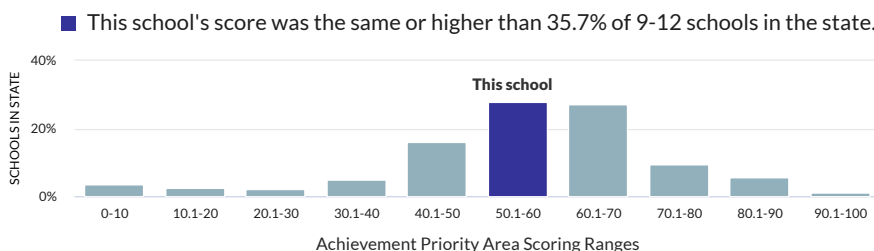
ACHIEVEMENT

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

Priority Area Score



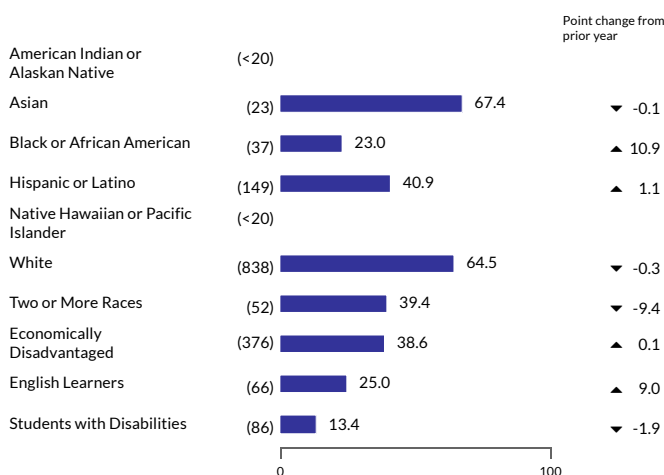
English Language Arts Score: 59.1
Mathematics Score: 46.7



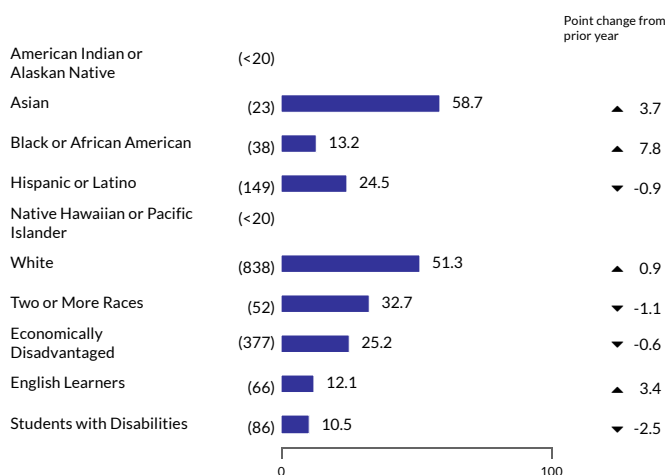
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



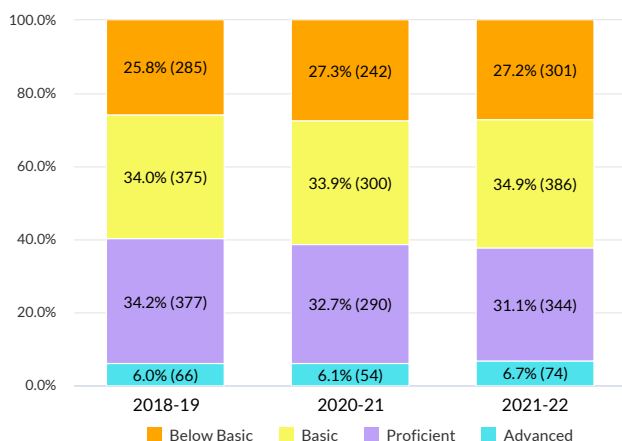
MATHEMATICS



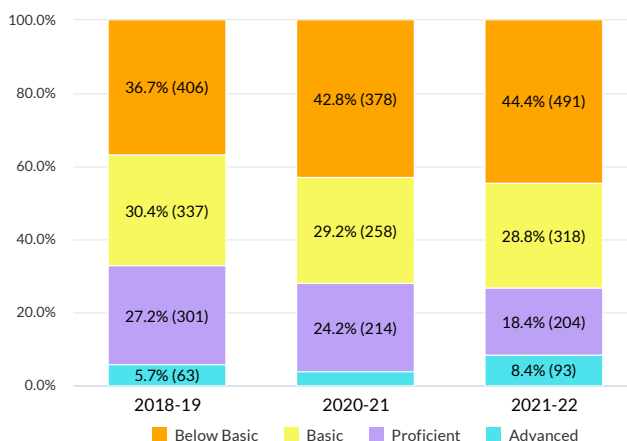
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Black or African American
96.7%	83.0%

MATHEMATICS

All students	Lowest-participating group: Black or African American
96.8%	85.1%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	1,103	6.0%	34.2%	34.0%	25.8%	886	6.1%	32.7%	33.9%	27.3%	1,105	6.7%	31.1%	34.9%	27.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	7.1%	28.6%	39.3%	25.0%	20	15.0%	30.0%	30.0%	25.0%	23	13.0%	39.1%	17.4%	30.4%
Black or African American	47	2.1%	8.5%	27.7%	61.7%	29	0.0%	6.9%	10.3%	82.8%	37	2.7%	5.4%	27.0%	64.9%
Hispanic or Latino	140	1.4%	15.0%	43.6%	40.0%	127	0.8%	19.7%	37.8%	41.7%	149	0.7%	22.8%	34.2%	42.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	843	7.1%	38.6%	32.9%	21.5%	665	7.2%	36.8%	34.3%	21.7%	838	7.9%	34.8%	35.7%	21.6%
Two or More Races	42	2.4%	38.1%	31.0%	28.6%	40	5.0%	25.0%	32.5%	37.5%	52	5.8%	13.5%	34.6%	46.2%
Economically Disadvantaged	378	1.6%	18.5%	37.8%	42.1%	287	1.0%	19.9%	34.1%	44.9%	376	2.1%	17.8%	35.1%	44.9%
English Learners	70	1.4%	1.4%	31.4%	65.7%	47	0.0%	2.1%	27.7%	70.2%	66	1.5%	7.6%	30.3%	60.6%
Students with Disabilities	114	0.0%	10.5%	12.3%	77.2%	75	0.0%	5.3%	20.0%	74.7%	86	0.0%	7.0%	12.8%	80.2%

MATHEMATICS

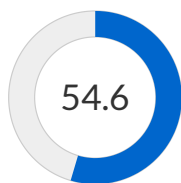
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	1,107	5.7%	27.2%	30.4%	36.7%	884	3.8%	24.2%	29.2%	42.8%	1,106	8.4%	18.4%	28.8%	44.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	28	0.0%	39.3%	28.6%	32.1%	20	15.0%	20.0%	25.0%	40.0%	23	21.7%	17.4%	17.4%	43.5%
Black or African American	47	2.1%	8.5%	8.5%	80.9%	28	0.0%	3.6%	3.6%	92.9%	38	0.0%	5.3%	15.8%	78.9%
Hispanic or Latino	142	0.7%	14.1%	29.6%	55.6%	126	0.8%	10.3%	27.8%	61.1%	149	2.0%	10.1%	22.8%	65.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	845	7.2%	30.4%	31.8%	30.5%	665	4.4%	28.4%	30.8%	36.4%	838	9.8%	21.2%	30.7%	38.3%
Two or More Races	42	0.0%	14.3%	33.3%	52.4%	40	2.5%	17.5%	25.0%	55.0%	52	5.8%	9.6%	28.8%	55.8%
Economically Disadvantaged	380	0.3%	13.9%	28.9%	56.8%	285	0.7%	12.6%	24.2%	62.5%	377	2.9%	9.8%	22.0%	65.3%
English Learners	73	1.4%	1.4%	28.8%	68.5%	46	0.0%	4.3%	8.7%	87.0%	66	0.0%	3.0%	18.2%	78.8%
Students with Disabilities	114	1.8%	3.5%	17.5%	77.2%	73	0.0%	8.2%	9.6%	82.2%	86	1.2%	1.2%	15.1%	82.6%



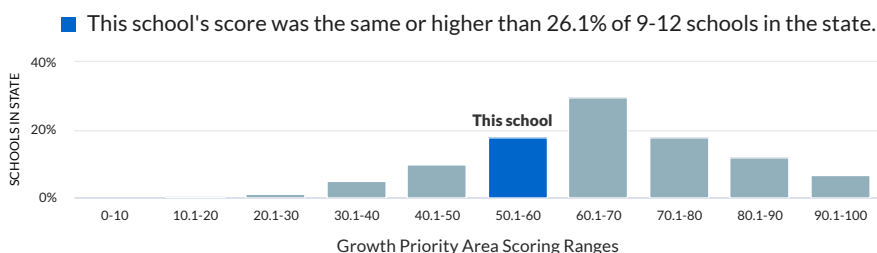
GROWTH

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: 52.7
Mathematics Score: 56.5



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	(964)	2.3
American Indian or Alaskan Native	(<20)	
Asian	(20)	2.1
Black or African American	(34)	2.1
Hispanic or Latino	(130)	1.8
Native Hawaiian or Pacific Islander	(<20)	
White	(730)	2.3
Two or More Races	(44)	2.2
Economically Disadvantaged	(325)	2.2
Not Economically Disadvantaged	(639)	2.3
English Learners	(54)	2.0
English Proficient	(910)	2.3
Students with Disabilities	(69)	1.5
Students without Disabilities	(895)	2.3
Proficient Last Year	(390)	2.3
Not Proficient Last Year	(574)	2.2

MATHEMATICS

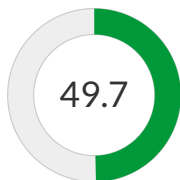
All Students	(973)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(21)	2.2
Black or African American	(34)	2.6
Hispanic or Latino	(133)	2.2
Native Hawaiian or Pacific Islander	(<20)	
White	(735)	2.5
Two or More Races	(44)	2.1
Economically Disadvantaged	(329)	2.4
Not Economically Disadvantaged	(644)	2.5
English Learners	(57)	2.3
English Proficient	(916)	2.5
Students with Disabilities	(71)	2.8
Students without Disabilities	(902)	2.4
Proficient Last Year	(284)	2.0
Not Proficient Last Year	(689)	2.7



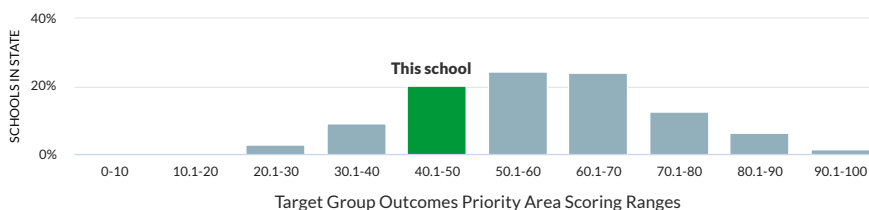
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 30.8% of 9-12 schools in the state.



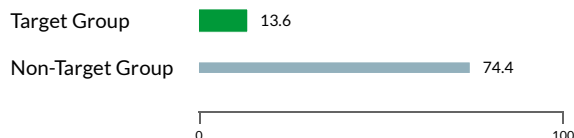
Component Scores

ACHIEVEMENT

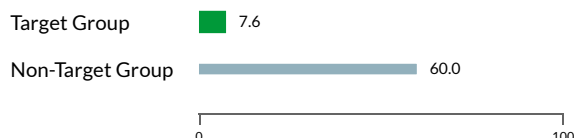
Score: 10.6

Average points-based proficiency rates.

English Language Arts



Mathematics

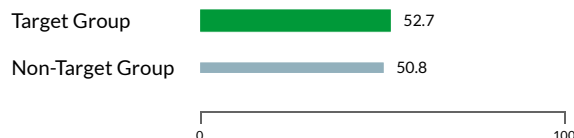


GROWTH

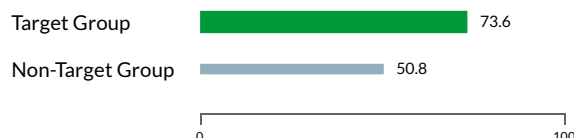
Score: 63.2

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

English Language Arts



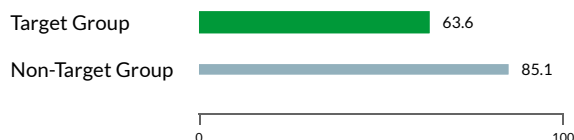
Mathematics



CHRONIC ABSENTEEISM

Score: 63.6

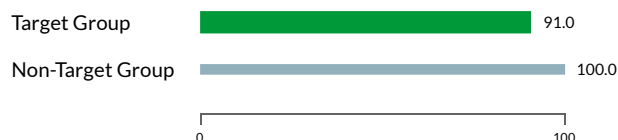
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.0

Average of 2020-21's 4- and 7-year cohort rates.

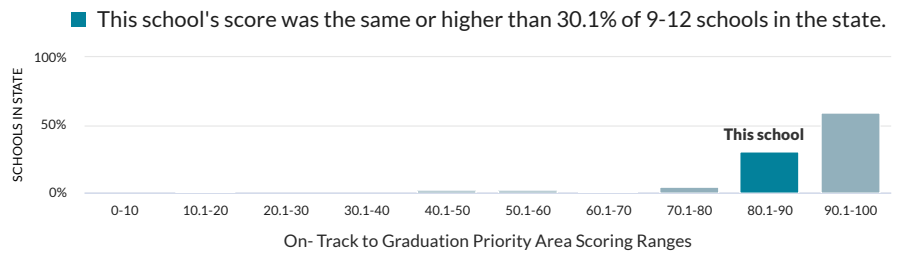
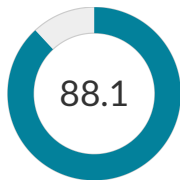




ON-TRACK TO GRADUATION

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

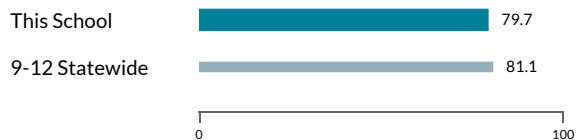


Component Scores

CHRONIC ABSENTEEISM

Score: 79.7

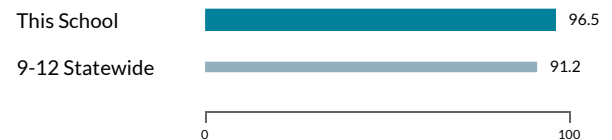
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 96.5

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,551	23.7%	1,469	22.6%	1,199	14.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	66	3.0%	67	9.0%	27	7.4%
Black or African American	65	50.8%	61	55.7%	43	65.1%
Hispanic or Latino	190	28.9%	192	27.6%	171	18.7%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,158	21.6%	1,086	20.4%	902	10.9%
Two or More Races	67	38.8%	56	28.6%	50	36.0%
Economically Disadvantaged	511	39.1%	521	37.8%	390	32.1%
English Learners	122	19.7%	111	23.4%	62	24.2%
Students with Disabilities	149	35.6%	148	41.2%	115	34.8%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	351	335	95.4%	430	419	97.4%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	25	25	100.0%
Black or African American	<20	*	*	29	25	86.2%
Hispanic or Latino	43	40	93.0%	39	38	97.4%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	278	270	97.1%	309	304	98.4%
Two or More Races	<20	*	*	25	24	96.0%
Economically Disadvantaged	99	88	88.9%	157	150	95.5%
English Learners	<20	*	*	35	35	100.0%
Students with Disabilities	33	21	63.6%	29	24	82.8%



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
28.7%	19.9%

344 students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.4%	18.6%

5 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.4%	2.8%

5 students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
1.2%	3.4%

14 students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	27	9,945	37.0%	28.6%	0.0%	16.9%	0.0%	2.2%	0.0%	1.9%
Black or African American	43	25,104	2.3%	12.2%	0.0%	6.2%	0.0%	0.6%	2.3%	0.9%
Hispanic or Latino	171	34,372	17.5%	15.8%	0.6%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	902	181,931	33.0%	21.7%	0.4%	21.7%	0.6%	3.4%	1.4%	4.2%
Two or More Races	50	9,829	8.0%	15.9%	0.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	390	96,593	12.6%	10.8%	0.5%	12.0%	0.0%	2.1%	1.0%	2.6%
English Learners	62	14,562	9.7%	9.7%	0.0%	12.0%	0.0%	1.3%	0.0%	1.3%
Students with Disabilities	115	34,324	0.9%	3.6%	0.0%	9.6%	0.0%	1.9%	0.9%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
29.9%	23.0%

359 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
23.6%	18.3%

283 students successfully completed at least one music course.

THEATER

School	State
0.8%	1.6%

9 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	27	9,945	37.0%	20.6%	0.0%	0.3%	25.9%	16.3%	0.0%	0.9%
Black or African American	43	25,104	11.6%	18.7%	0.0%	0.4%	18.6%	8.9%	2.3%	2.5%
Hispanic or Latino	171	34,372	27.5%	21.3%	0.0%	0.2%	23.4%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	902	181,931	31.2%	24.2%	0.0%	0.3%	23.6%	21.0%	0.8%	1.5%
Two or More Races	50	9,829	28.0%	21.5%	0.0%	0.2%	26.0%	16.5%	2.0%	1.6%
Economically Disadvantaged	390	96,593	24.9%	21.8%	0.0%	0.2%	16.7%	13.6%	0.8%	1.5%
English Learners	62	14,562	21.0%	21.6%	0.0%	0.2%	19.4%	9.4%	0.0%	1.1%
Students with Disabilities	115	34,324	20.9%	23.4%	0.0%	0.2%	15.7%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov

November 2022



WISCONSIN DEPARTMENT OF
Public Instruction

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OVERVIEW

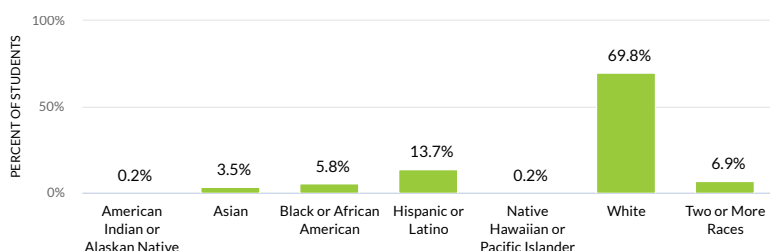
School Details

Grades : 9-12

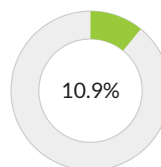
Enrollment : 1,200

Percent open enrollment : 6.2%

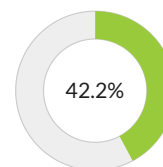
Student Groups



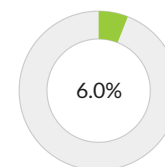
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

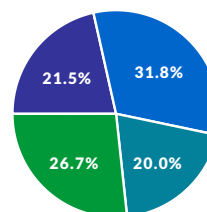
Overall Score

49.5

Meets Few Expectations



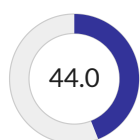
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

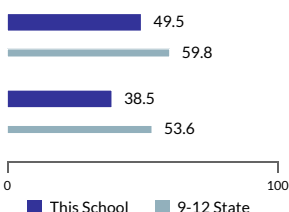
ACHIEVEMENT



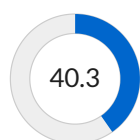
English Language Arts

Mathematics

Subject Area Scores



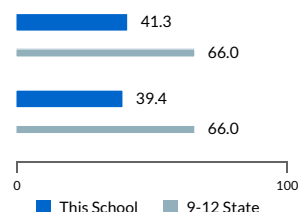
GROWTH



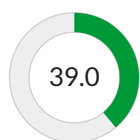
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



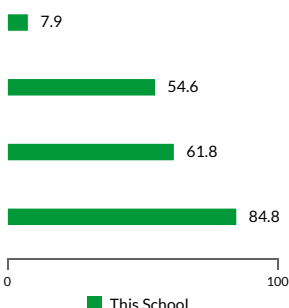
Achievement

Growth

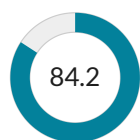
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



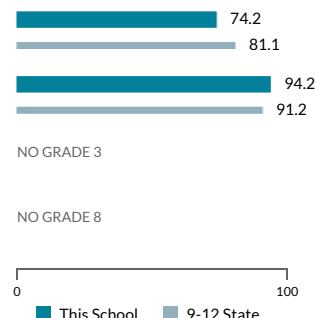
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

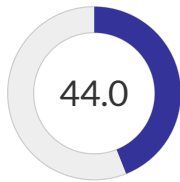




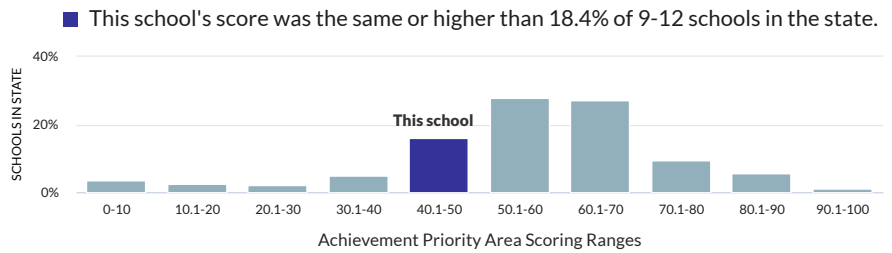
ACHIEVEMENT

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

Priority Area Score



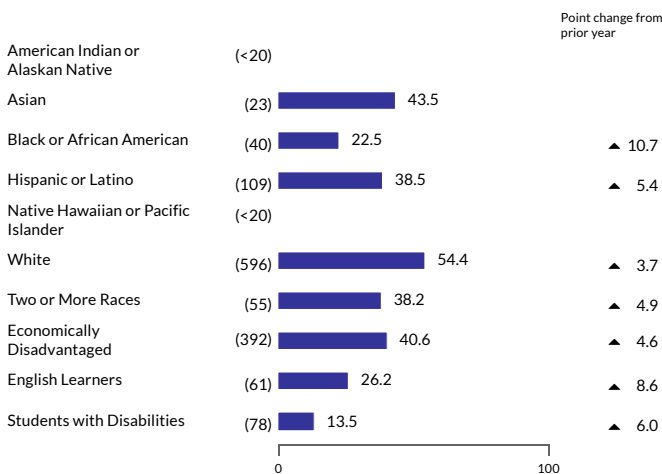
English Language Arts Score: 49.5
Mathematics Score: 38.5



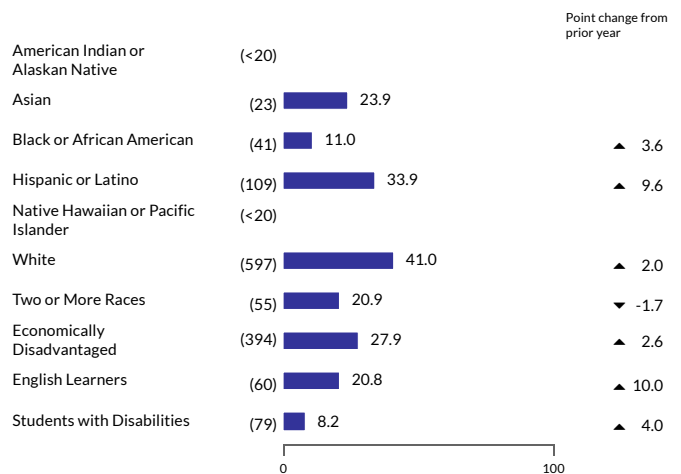
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



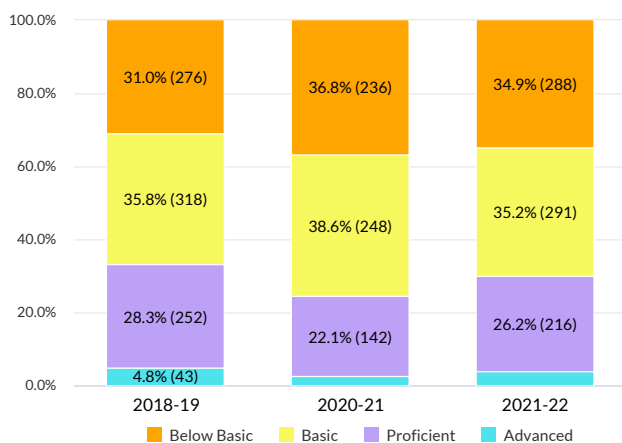
MATHEMATICS



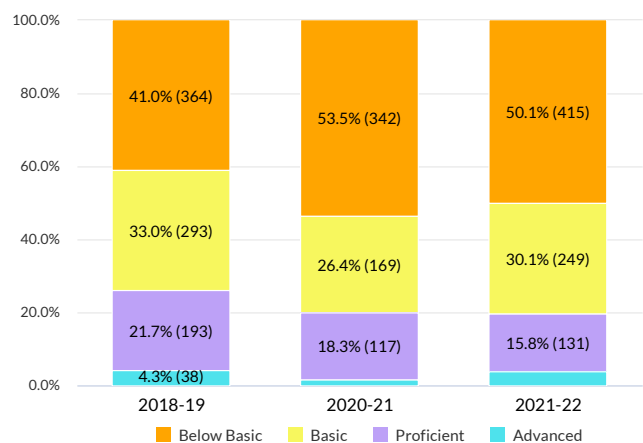
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
92.4%	83.8%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
92.6%	84.3%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	889	4.8%	28.3%	35.8%	31.0%	642	2.5%	22.1%	38.6%	36.8%	826	3.8%	26.2%	35.2%	34.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	13.0%	60.9%	26.1%
Black or African American	50	2.0%	16.0%	26.0%	56.0%	34	0.0%	0.0%	23.5%	76.5%	40	0.0%	10.0%	25.0%	65.0%
Hispanic or Latino	123	3.3%	21.1%	35.0%	40.7%	74	1.4%	14.9%	32.4%	51.4%	109	1.8%	20.2%	31.2%	46.8%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	639	5.2%	31.5%	36.3%	27.1%	472	3.0%	26.1%	40.5%	30.5%	596	4.7%	29.4%	35.9%	30.0%
Two or More Races	56	7.1%	25.0%	33.9%	33.9%	42	2.4%	11.9%	35.7%	50.0%	55	1.8%	20.0%	30.9%	47.3%
Economically Disadvantaged	405	1.7%	17.5%	37.3%	43.5%	265	1.9%	14.0%	38.5%	45.7%	392	1.5%	20.2%	36.2%	42.1%
English Learners	64	0.0%	1.6%	39.1%	59.4%	37	0.0%	2.7%	29.7%	67.6%	61	0.0%	8.2%	36.1%	55.7%
Students with Disabilities	115	0.9%	8.7%	15.7%	74.8%	73	0.0%	1.4%	12.3%	86.3%	78	0.0%	7.7%	11.5%	80.8%

MATHEMATICS

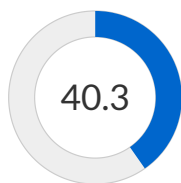
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	888	4.3%	21.7%	33.0%	41.0%	639	1.7%	18.3%	26.4%	53.5%	828	4.0%	15.8%	30.1%	50.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	23	0.0%	8.7%	30.4%	60.9%
Black or African American	50	0.0%	4.0%	24.0%	72.0%	34	0.0%	0.0%	14.7%	85.3%	41	2.4%	2.4%	9.8%	85.4%
Hispanic or Latino	123	1.6%	17.1%	25.2%	56.1%	74	0.0%	14.9%	18.9%	66.2%	109	1.8%	18.3%	25.7%	54.1%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	639	5.5%	23.8%	35.2%	35.5%	469	2.3%	21.7%	27.5%	48.4%	597	4.7%	17.4%	33.2%	44.7%
Two or More Races	55	0.0%	27.3%	38.2%	34.5%	42	0.0%	7.1%	31.0%	61.9%	55	3.6%	5.5%	20.0%	70.9%
Economically Disadvantaged	404	1.2%	11.6%	30.4%	56.7%	263	1.1%	11.4%	24.3%	63.1%	394	2.3%	11.9%	25.1%	60.7%
English Learners	64	0.0%	1.6%	12.5%	85.9%	37	0.0%	2.7%	16.2%	81.1%	60	0.0%	3.3%	35.0%	61.7%
Students with Disabilities	115	0.0%	3.5%	16.5%	80.0%	72	0.0%	1.4%	5.6%	93.1%	79	1.3%	2.5%	7.6%	88.6%



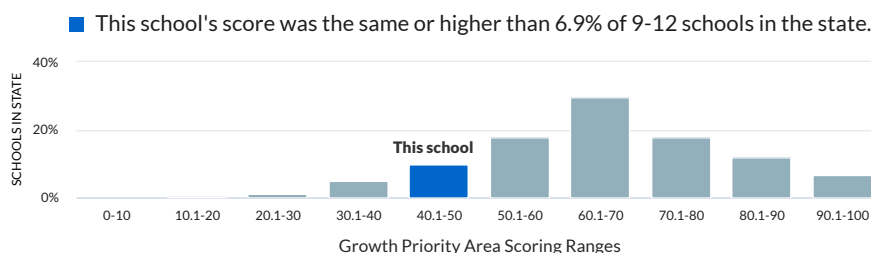
GROWTH

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: 41.3
Mathematics Score: 39.4



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	(708)	1.7
American Indian or Alaskan Native	(<20)	
Asian	(22)	1.8
Black or African American	(37)	1.6
Hispanic or Latino	(89)	1.9
Native Hawaiian or Pacific Islander	(<20)	
White	(514)	1.7
Two or More Races	(43)	1.8
Economically Disadvantaged	(335)	1.7
Not Economically Disadvantaged	(373)	1.8
English Learners	(50)	2.0
English Proficient	(658)	1.7
Students with Disabilities	(49)	2.4
Students without Disabilities	(659)	1.7
Proficient Last Year	(224)	1.4
Not Proficient Last Year	(484)	1.9

MATHEMATICS

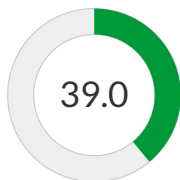
All Students	(729)	1.6
American Indian or Alaskan Native	(<20)	
Asian	(22)	1.7
Black or African American	(37)	2.1
Hispanic or Latino	(93)	1.9
Native Hawaiian or Pacific Islander	(<20)	
White	(529)	1.4
Two or More Races	(45)	2.1
Economically Disadvantaged	(347)	1.7
Not Economically Disadvantaged	(382)	1.5
English Learners	(51)	1.9
English Proficient	(678)	1.6
Students with Disabilities	(54)	2.8
Students without Disabilities	(675)	1.5
Proficient Last Year	(162)	0.8
Not Proficient Last Year	(567)	1.9



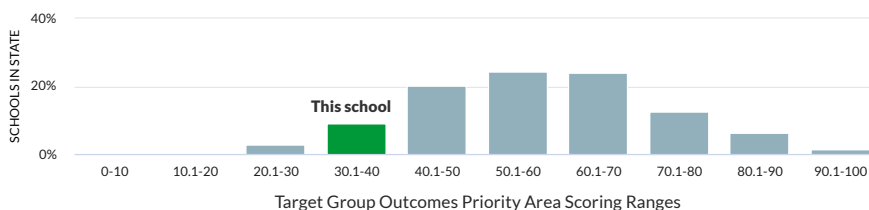
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 11.6% of 9-12 schools in the state.



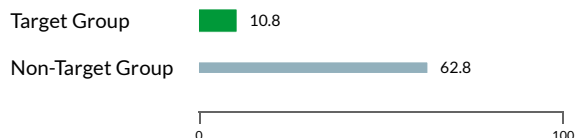
Component Scores

ACHIEVEMENT

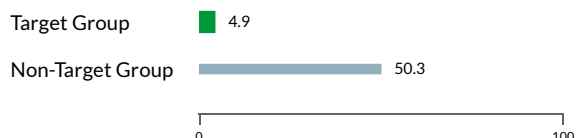
Score: 7.9

Average points-based proficiency rates.

English Language Arts



Mathematics

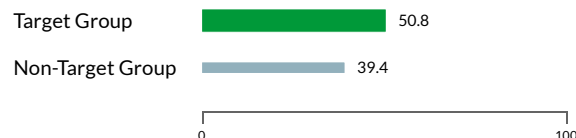


GROWTH

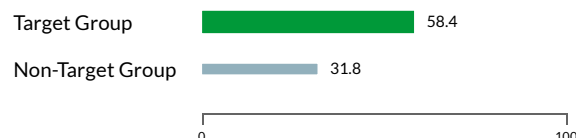
Score: 54.6

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

English Language Arts



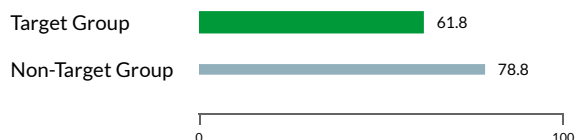
Mathematics



CHRONIC ABSENTEEISM

Score: 61.8

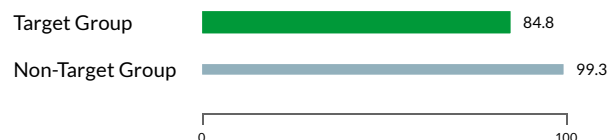
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 84.8

Average of 2020-21's 4- and 7-year cohort rates.

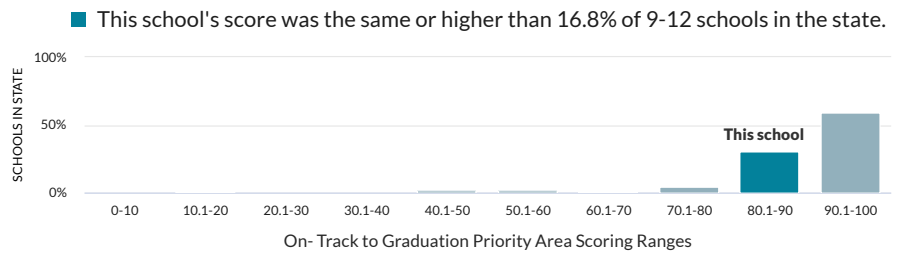
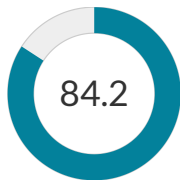




ON-TRACK TO GRADUATION

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

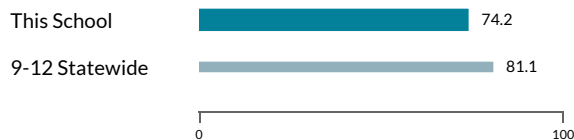


Component Scores

CHRONIC ABSENTEEISM

Score: 74.2

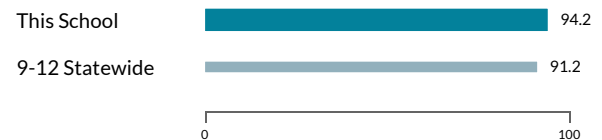
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 94.2

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	1,152	28.6%	1,098	27.1%	899	22.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	20	45.0%	24	25.0%	22	27.3%
Black or African American	73	50.7%	68	35.3%	46	45.7%
Hispanic or Latino	147	29.9%	148	30.4%	116	33.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	843	26.2%	790	25.7%	651	17.4%
Two or More Races	65	29.2%	62	30.6%	60	31.7%
Economically Disadvantaged	516	45.2%	456	35.7%	360	33.6%
English Learners	70	35.7%	69	31.9%	50	42.0%
Students with Disabilities	153	37.9%	131	34.4%	124	34.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	242	221	91.3%	340	327	96.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	37	34	91.9%	51	49	96.1%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	173	160	92.5%	262	252	96.2%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	83	70	84.3%	165	154	93.3%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	38	28	73.7%	40	35	87.5%



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
21.4%	19.9%	0.9%	18.6%	9.7%	2.8%	1.7%	3.4%
192 students successfully completed at least one Advanced Placement or International Baccalaureate course.		8 students successfully completed at least one dual enrollment course.		87 students earned at least one industry-recognized credential.		15 students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	22	9,945	22.7%	28.6%	4.5%	16.9%	4.5%	2.2%	0.0%	1.9%
Black or African American	46	25,104	6.5%	12.2%	0.0%	6.2%	8.7%	0.6%	0.0%	0.9%
Hispanic or Latino	116	34,372	17.2%	15.8%	0.0%	13.4%	8.6%	1.9%	4.3%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	651	181,931	23.8%	21.7%	1.1%	21.7%	10.0%	3.4%	1.5%	4.2%
Two or More Races	60	9,829	13.3%	15.9%	0.0%	13.7%	10.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	360	96,593	10.8%	10.8%	0.8%	12.0%	8.1%	2.1%	0.6%	2.6%
English Learners	50	14,562	8.0%	9.7%	0.0%	12.0%	4.0%	1.3%	2.0%	1.3%
Students with Disabilities	124	34,324	2.4%	3.6%	0.8%	9.6%	7.3%	1.9%	0.8%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
26.1%	23.0%

235 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
26.7%	18.3%

240 students successfully completed at least one music course.

THEATER

School	State
2.0%	1.6%

18 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	22	9,945	40.9%	20.6%	0.0%	0.3%	9.1%	16.3%	0.0%	0.9%
Black or African American	46	25,104	13.0%	18.7%	0.0%	0.4%	21.7%	8.9%	2.2%	2.5%
Hispanic or Latino	116	34,372	27.6%	21.3%	0.0%	0.2%	15.5%	12.1%	2.6%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	651	181,931	26.1%	24.2%	0.0%	0.3%	29.3%	21.0%	1.8%	1.5%
Two or More Races	60	9,829	30.0%	21.5%	0.0%	0.2%	28.3%	16.5%	3.3%	1.6%
Economically Disadvantaged	360	96,593	24.2%	21.8%	0.0%	0.2%	21.9%	13.6%	1.7%	1.5%
English Learners	50	14,562	30.0%	21.6%	0.0%	0.2%	8.0%	9.4%	0.0%	1.1%
Students with Disabilities	124	34,324	22.6%	23.4%	0.0%	0.2%	27.4%	12.0%	2.4%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2022

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OVERVIEW

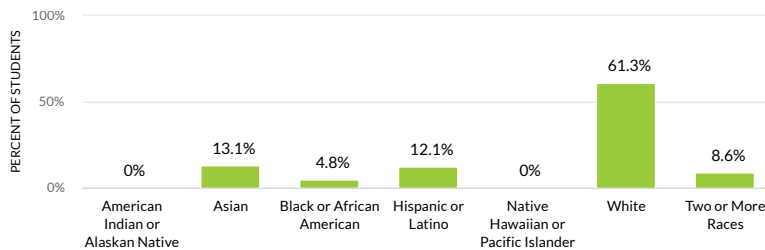
School Details

Grades : KG-12

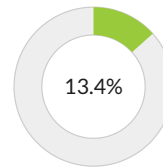
Enrollment : 313

Percent open enrollment : 13.7%

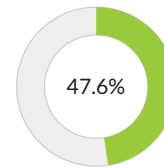
Student Groups



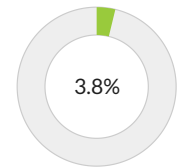
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

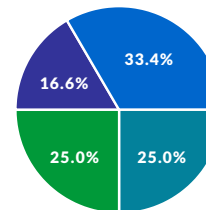
Overall Score

62.9

Meets Expectations



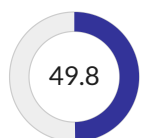
PRIORITY AREA WEIGHTS



- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

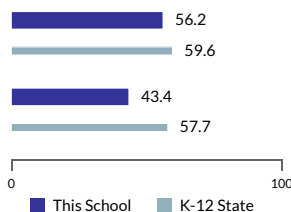
ACHIEVEMENT



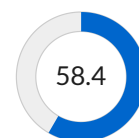
English Language Arts

Mathematics

Subject Area Scores



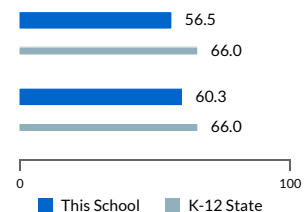
GROWTH



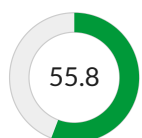
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



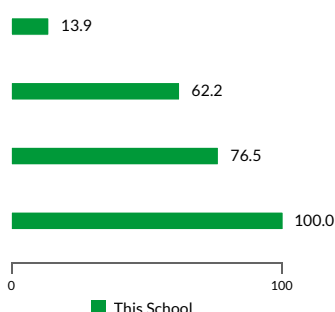
Achievement

Growth

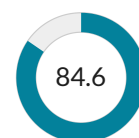
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



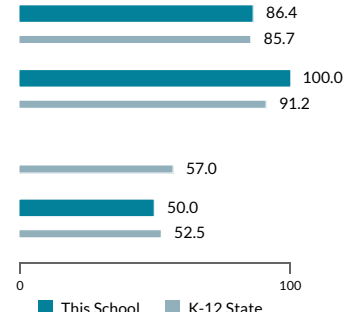
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

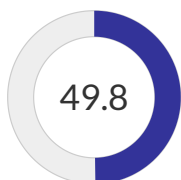




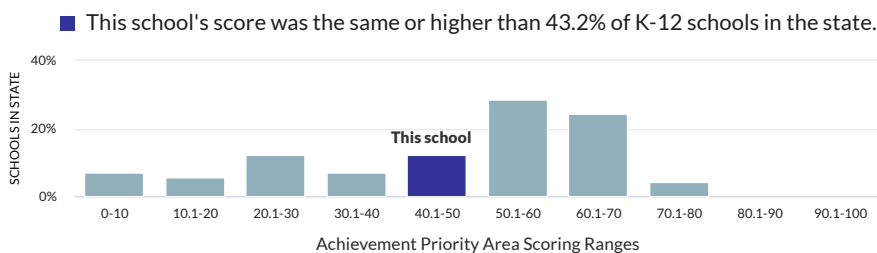
ACHIEVEMENT

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

Priority Area Score



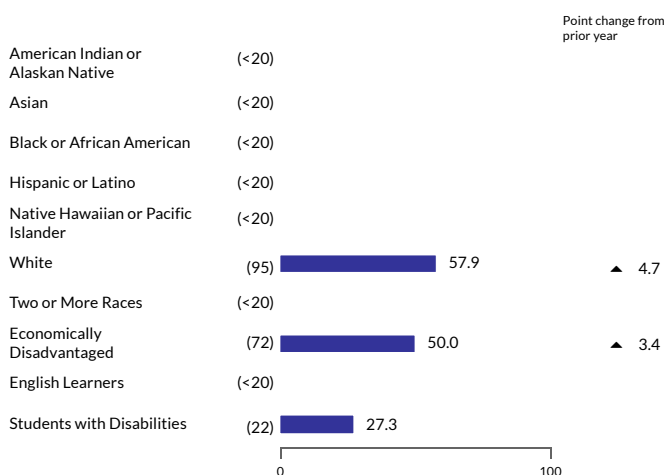
English Language Arts Score: 56.2
Mathematics Score: 43.4



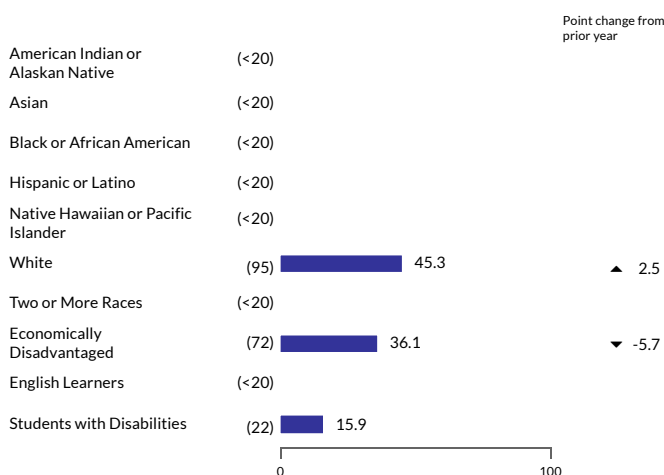
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



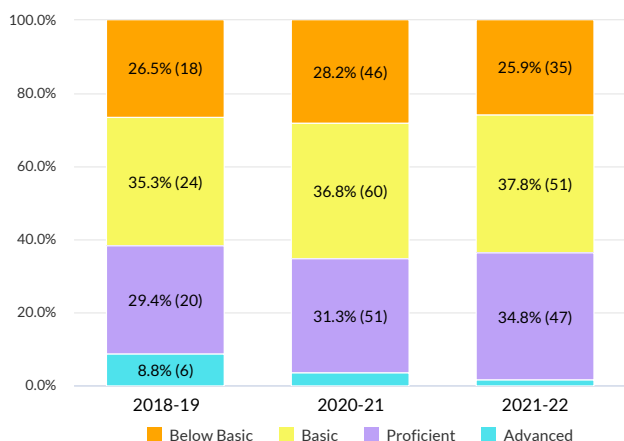
MATHEMATICS



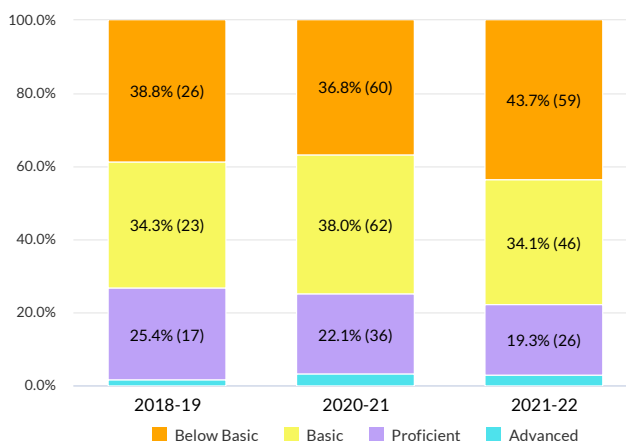
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Hispanic or Latino
90.0%	70.8%

MATHEMATICS

All students	Lowest-participating group: Hispanic or Latino
90.0%	70.8%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,295	7.1%	30.8%	33.9%	28.2%
All Students	68	8.8%	29.4%	35.3%	26.5%	163	3.7%	31.3%	36.8%	28.2%	135	1.5%	34.8%	37.8%	25.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	54	5.6%	29.6%	33.3%	31.5%	125	4.0%	29.6%	35.2%	31.2%	95	2.1%	35.8%	37.9%	24.2%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	36	5.6%	30.6%	38.9%	25.0%	73	0.0%	30.1%	32.9%	37.0%	72	1.4%	31.9%	31.9%	34.7%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	22	0.0%	18.2%	18.2%	63.6%

MATHEMATICS

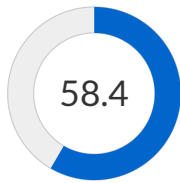
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,396	9.3%	28.2%	29.1%	33.3%
All Students	67	1.5%	25.4%	34.3%	38.8%	163	3.1%	22.1%	38.0%	36.8%	135	3.0%	19.3%	34.1%	43.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	53	1.9%	22.6%	35.8%	39.6%	125	2.4%	21.6%	35.2%	40.8%	95	3.2%	23.2%	34.7%	38.9%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	35	0.0%	31.4%	34.3%	34.3%	73	1.4%	19.2%	41.1%	38.4%	72	2.8%	13.9%	36.1%	47.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	22	4.5%	0.0%	18.2%	77.3%



GROWTH

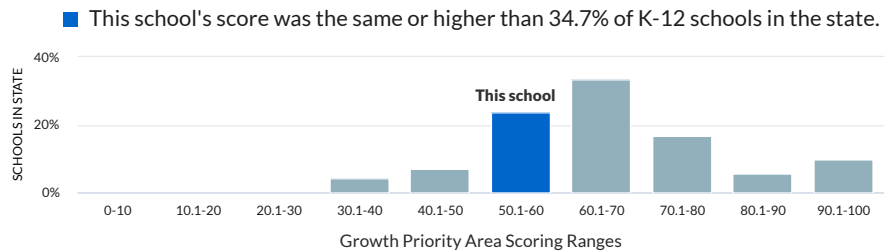
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 56.5

Mathematics Score: 60.3



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	(89)	2.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(63)	2.6
Two or More Races	(<20)	
Economically Disadvantaged	(46)	2.6
Not Economically Disadvantaged	(43)	2.5
English Learners	(<20)	
English Proficient	(87)	2.5
Students with Disabilities	(<20)	
Students without Disabilities	(74)	2.5
Proficient Last Year	(34)	2.3
Not Proficient Last Year	(55)	2.7

MATHEMATICS

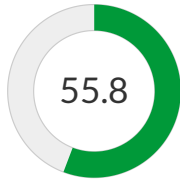
All Students	(89)	2.7
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(63)	2.7
Two or More Races	(<20)	
Economically Disadvantaged	(46)	2.5
Not Economically Disadvantaged	(43)	2.8
English Learners	(<20)	
English Proficient	(87)	2.7
Students with Disabilities	(<20)	
Students without Disabilities	(74)	2.7
Proficient Last Year	(20)	2.4
Not Proficient Last Year	(69)	2.7



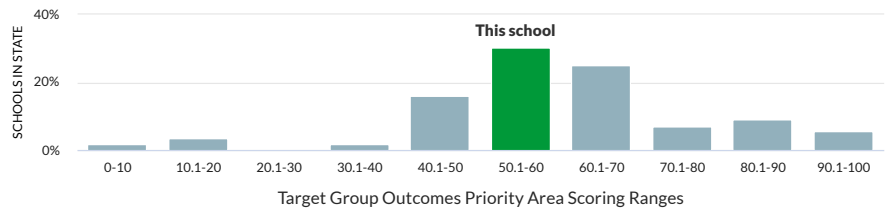
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 37.5% of K-12 schools in the state.



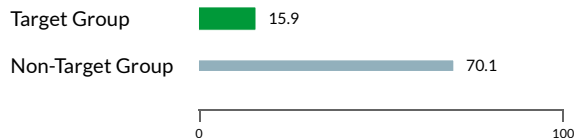
Component Scores

ACHIEVEMENT

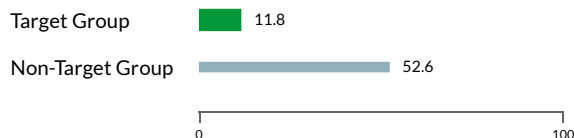
Score: 13.9

Average points-based proficiency rates.

English Language Arts



Mathematics

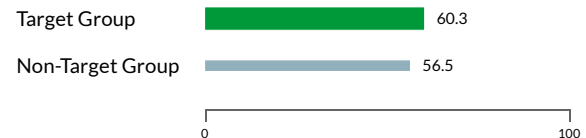


GROWTH

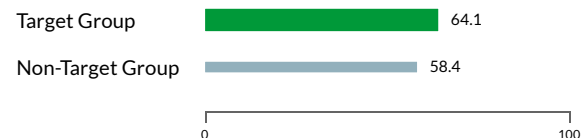
Score: 62.2

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

English Language Arts



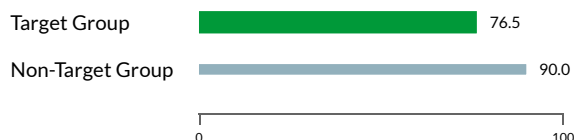
Mathematics



CHRONIC ABSENTEEISM

Score: 76.5

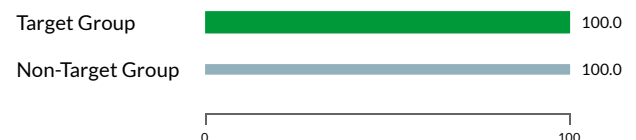
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.

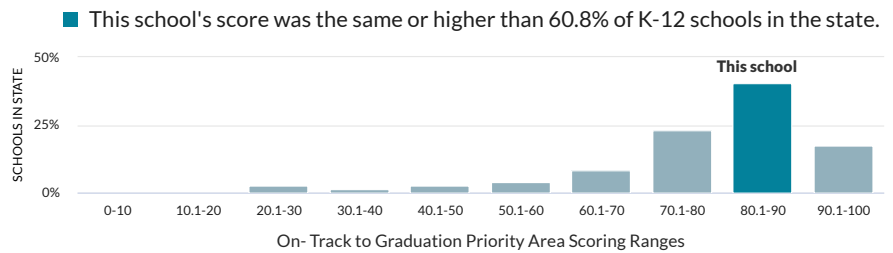
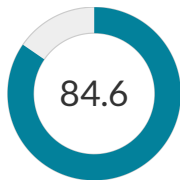




ON-TRACK TO GRADUATION

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

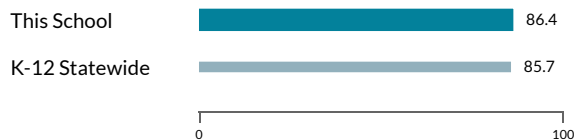


Component Scores

CHRONIC ABSENTEEISM

Score: 86.4

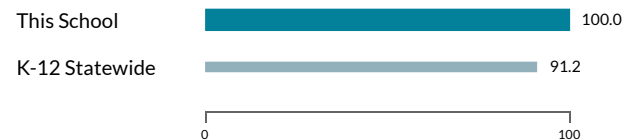
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

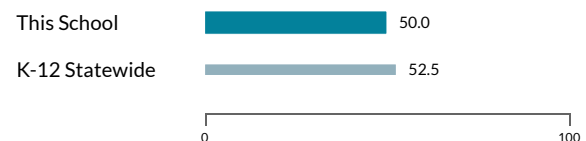
Multi-year average points-based proficiency rates.

NO DATA TO DISPLAY

8TH GRADE MATHEMATICS

Score: 50.0

Multi-year average points-based proficiency rates.





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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-12 State	831,556	13.1%	826,704	13.1%	808,635	16.3%
All Students	123	0.0%	89	0.0%	373	19.3%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	51	2.0%
Black or African American	<20	*	<20	*	21	52.4%
Hispanic or Latino	<20	*	<20	*	36	27.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	100	0.0%	74	0.0%	240	18.3%
Two or More Races	<20	*	<20	*	25	24.0%
Economically Disadvantaged	67	0.0%	47	0.0%	148	29.1%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	30	26.7%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: K-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	117	117	100.0%	37	37	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	46	46	100.0%	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	52	52	100.0%	29	29	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	22	22	100.0%	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
9.1%	19.9%	0.0%	18.6%	0.0%	2.8%	0.0%	3.4%
26 students successfully completed at least one Advanced Placement or International Baccalaureate course.		No students successfully completed a dual enrollment course.		No students earned an industry-recognized credential.		No students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	48	9,945	10.4%	28.6%	0.0%	16.9%	0.0%	2.2%	0.0%	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	25	34,372	4.0%	15.8%	0.0%	13.4%	0.0%	1.9%	0.0%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	181	181,931	10.5%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	99	96,593	2.0%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	22	34,324	0.0%	3.6%	0.0%	9.6%	0.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
10.5%	23.0%	0.0%	0.3%	3.5%	18.3%	0.0%	1.6%
30 students successfully completed at least one art & design course.		No students successfully completed a dance course.		10 students successfully completed at least one music course.		No students successfully completed a theater course.	

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	48	9,945	4.2%	20.6%	0.0%	0.3%	0.0%	16.3%	0.0%	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	25	34,372	12.0%	21.3%	0.0%	0.2%	0.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	181	181,931	12.7%	24.2%	0.0%	0.3%	5.0%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	99	96,593	12.1%	21.8%	0.0%	0.2%	2.0%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	22	34,324	4.5%	23.4%	0.0%	0.2%	4.5%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2022

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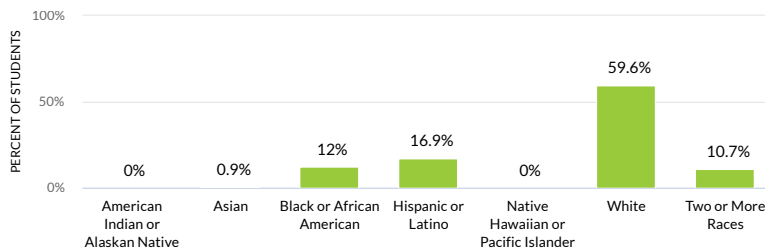


OVERVIEW

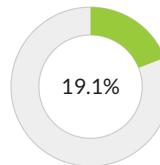
School Details

Grades : 6-12
Enrollment : 225
Percent open enrollment : 5.8%

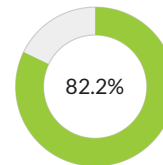
Student Groups



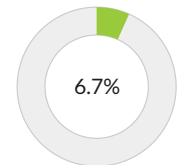
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

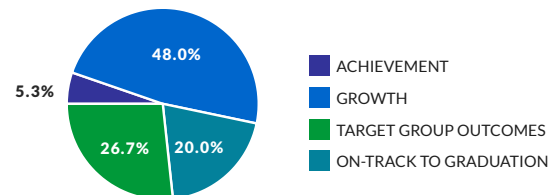
Overall Score

54.4

Meets Few Expectations

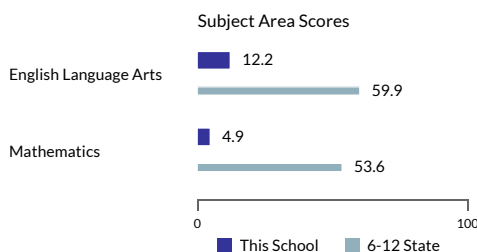
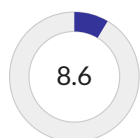


PRIORITY AREA WEIGHTS

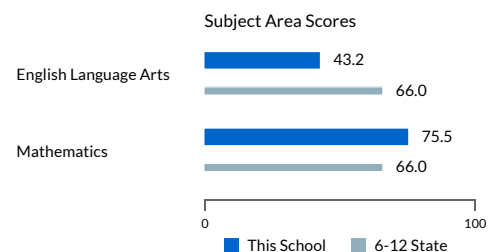
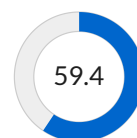


Priority Area Scores

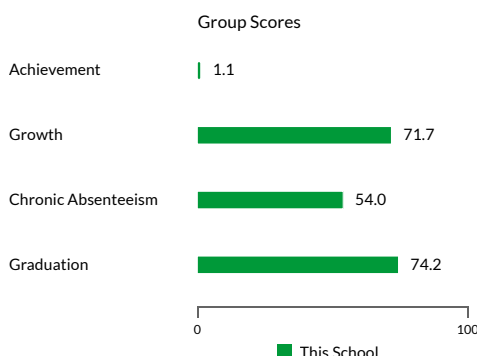
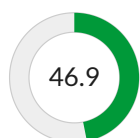
ACHIEVEMENT



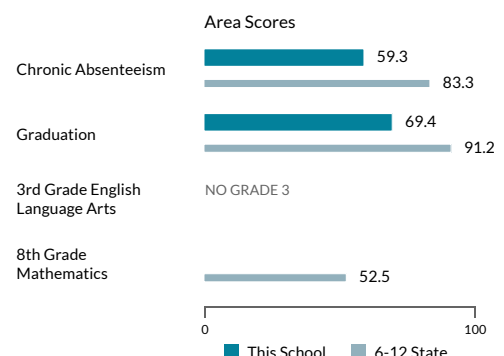
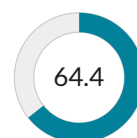
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

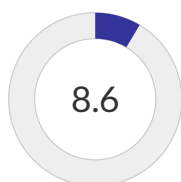




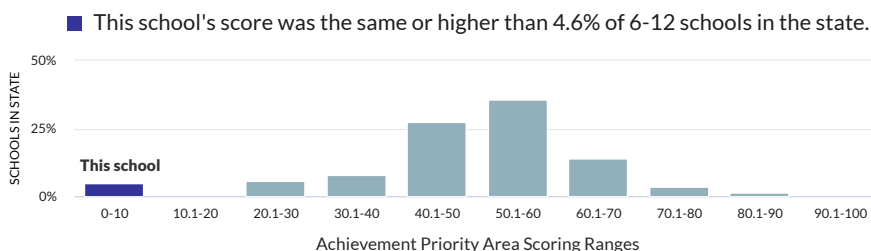
ACHIEVEMENT

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

Priority Area Score



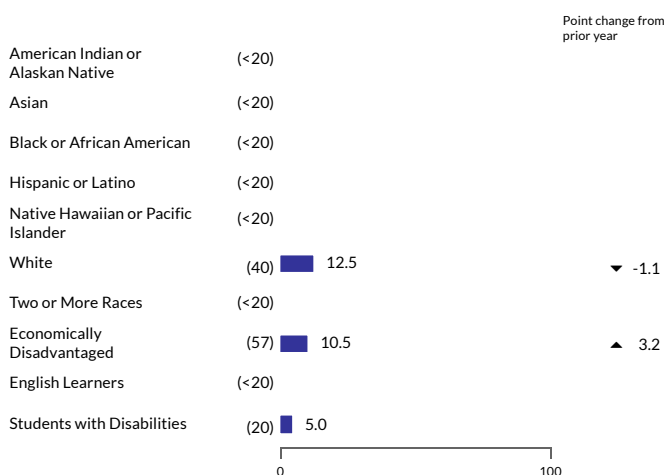
English Language Arts Score: 12.2
Mathematics Score: 4.9



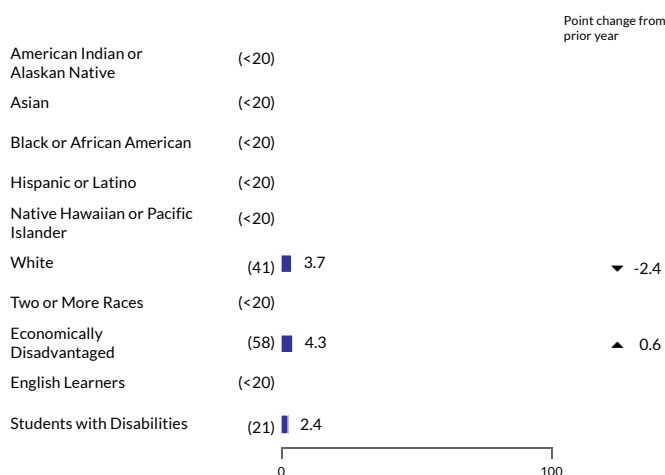
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



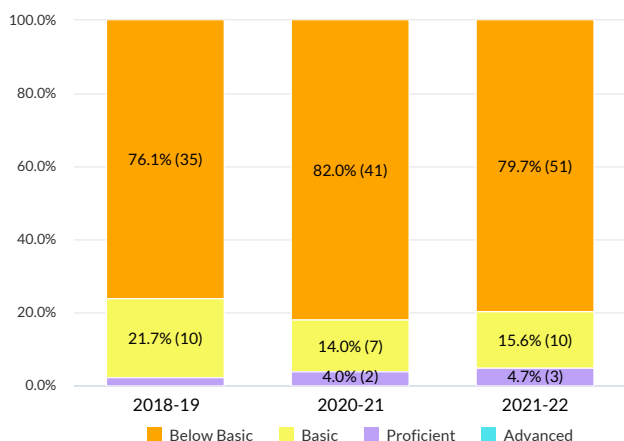
MATHEMATICS



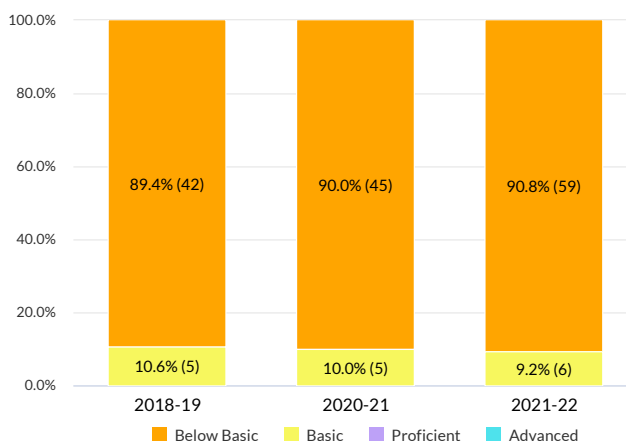
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
86.6%	White
	84.1%

MATHEMATICS

All students	Lowest-participating group:
88.4%	White
	87.0%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,387	8.6%	32.2%	33.7%	25.5%	334,613	7.4%	31.5%	35.3%	25.8%	366,765	7.4%	30.1%	34.1%	28.4%
All Students	46	0.0%	2.2%	21.7%	76.1%	50	0.0%	4.0%	14.0%	82.0%	64	0.0%	4.7%	15.6%	79.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	26	0.0%	3.8%	15.4%	80.8%	33	0.0%	6.1%	15.2%	78.8%	40	0.0%	5.0%	15.0%	80.0%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	37	0.0%	2.7%	13.5%	83.8%	41	0.0%	0.0%	14.6%	85.4%	57	0.0%	3.5%	14.0%	82.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	20	0.0%	5.0%	0.0%	95.0%

MATHEMATICS

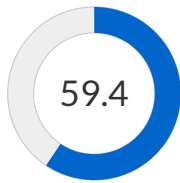
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,890	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%	367,393	8.1%	25.9%	28.5%	37.6%
All Students	47	0.0%	0.0%	10.6%	89.4%	50	0.0%	0.0%	10.0%	90.0%	65	0.0%	0.0%	9.2%	90.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	27	0.0%	0.0%	11.1%	88.9%	33	0.0%	0.0%	12.1%	87.9%	41	0.0%	0.0%	7.3%	92.7%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	38	0.0%	0.0%	10.5%	89.5%	41	0.0%	0.0%	7.3%	92.7%	58	0.0%	0.0%	8.6%	91.4%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	21	0.0%	0.0%	4.8%	95.2%



GROWTH

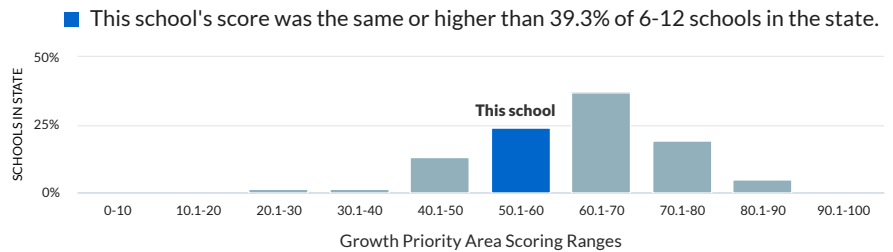
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 43.2

Mathematics Score: 75.5



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	(42)	1.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(28)	2.0
Two or More Races	(<20)	
Economically Disadvantaged	(37)	2.0
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(40)	1.8
Students with Disabilities	(<20)	
Students without Disabilities	(30)	1.8
Proficient Last Year	(<20)	
Not Proficient Last Year	(40)	1.9

MATHEMATICS

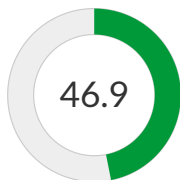
All Students	(48)	3.5
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(<20)	
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(33)	3.8
Two or More Races	(<20)	
Economically Disadvantaged	(42)	3.5
Not Economically Disadvantaged	(<20)	
English Learners	(<20)	
English Proficient	(46)	3.5
Students with Disabilities	(<20)	
Students without Disabilities	(31)	3.5
Proficient Last Year	(<20)	
Not Proficient Last Year	(48)	3.2



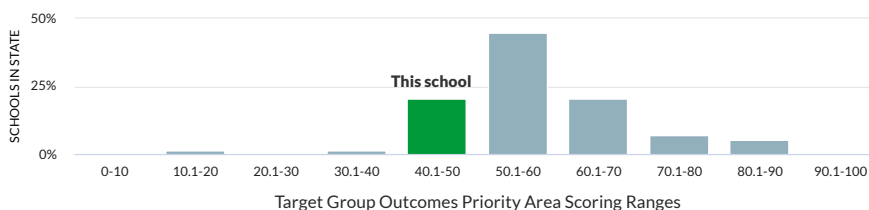
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 14.9% of 6-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: 1.1

Average points-based proficiency rates.

English Language Arts

Target Group 2.2

Non-Target Group NA

0 100

Mathematics

Target Group 0.0

Non-Target Group 9.8

0 100

GROWTH

Score: 71.7

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

English Language Arts

Target Group 50.8

Non-Target Group 45.1

0 100

Mathematics

Target Group 92.6

Non-Target Group 66.0

0 100

CHRONIC ABSENTEEISM

Score: 54.0

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 54.0

Non-Target Group 67.1

0 100

GRADUATION

Score: 74.2

Average of 2020-21's 4- and 7-year cohort rates.

Target Group 74.2

Non-Target Group 76.4

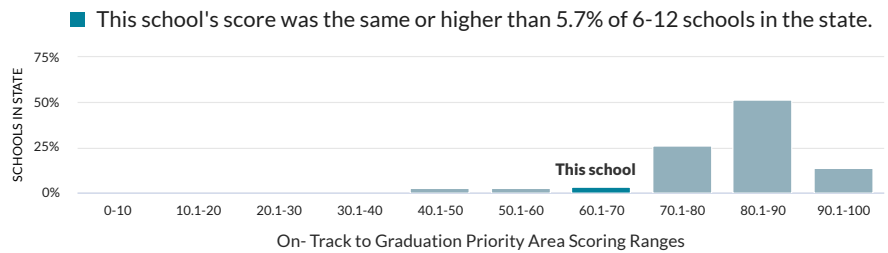
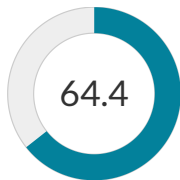
0 100



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

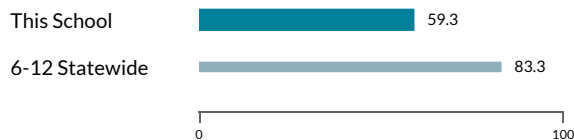


Component Scores

CHRONIC ABSENTEEISM

Score: 59.3

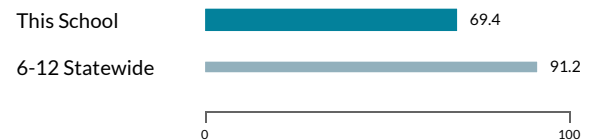
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 69.4

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO DATA TO DISPLAY



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	459,967	15.9%	461,058	15.3%	456,150	18.4%
All Students	191	59.7%	146	37.0%	186	30.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	32	65.6%	38	42.1%	40	32.5%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	119	57.1%	74	28.4%	102	29.4%
Two or More Races	20	65.0%	<20	*	22	40.9%
Economically Disadvantaged	150	57.3%	114	36.8%	137	32.1%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	48	64.6%	37	45.9%	33	33.3%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	124	86	69.4%	30	2	6.7%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	27	20	74.1%	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	64	44	68.8%	21	1	4.8%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	83	59	71.1%	21	1	4.8%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
0.0%	19.9%

No students successfully completed an Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	18.6%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.5%	3.4%

1 student participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	40	34,372	0.0%	15.8%	0.0%	13.4%	0.0%	1.9%	2.5%	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	102	181,931	0.0%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	22	9,829	0.0%	15.9%	0.0%	13.7%	0.0%	1.8%	0.0%	1.9%
Economically Disadvantaged	137	96,593	0.0%	10.8%	0.0%	12.0%	0.0%	2.1%	0.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	33	34,324	0.0%	3.6%	0.0%	9.6%	0.0%	1.9%	0.0%	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
0.0%	23.0%

No students successfully completed an art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.5%	18.3%

1 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	40	34,372	0.0%	21.3%	0.0%	0.2%	0.0%	12.1%	0.0%	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	102	181,931	0.0%	24.2%	0.0%	0.3%	1.0%	21.0%	0.0%	1.5%
Two or More Races	22	9,829	0.0%	21.5%	0.0%	0.2%	0.0%	16.5%	0.0%	1.6%
Economically Disadvantaged	137	96,593	0.0%	21.8%	0.0%	0.2%	0.7%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	33	34,324	0.0%	23.4%	0.0%	0.2%	0.0%	12.0%	0.0%	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov



WISCONSIN DEPARTMENT OF
Public Instruction

November 2022

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OVERVIEW

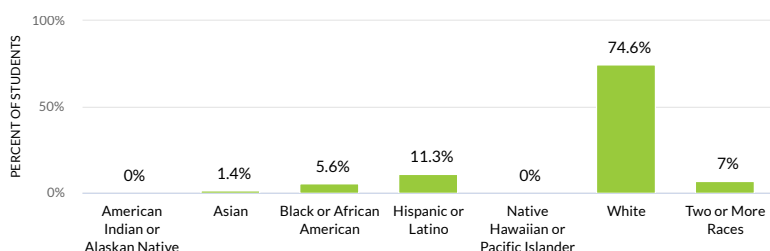
School Details

Grades : 9-12

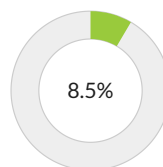
Enrollment : 71

Percent open enrollment : 28.2%

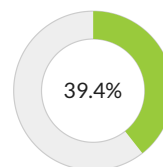
Student Groups



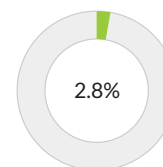
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

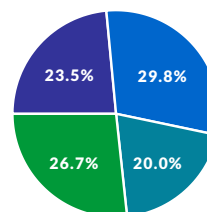
Overall Score

69.6

Meets Expectations



PRIORITY AREA WEIGHTS



ACHIEVEMENT

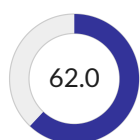
GROWTH

TARGET GROUP OUTCOMES

ON-TRACK TO GRADUATION

Priority Area Scores

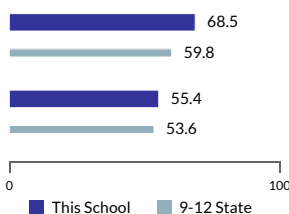
ACHIEVEMENT



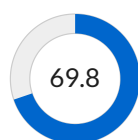
English Language Arts

Mathematics

Subject Area Scores



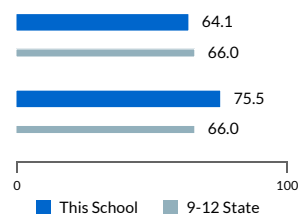
GROWTH



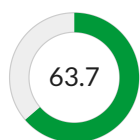
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



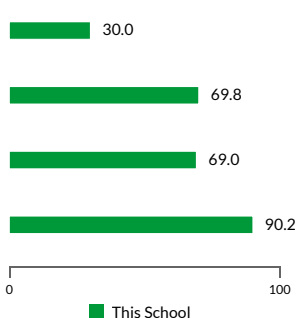
Achievement

Growth

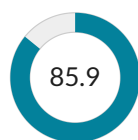
Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



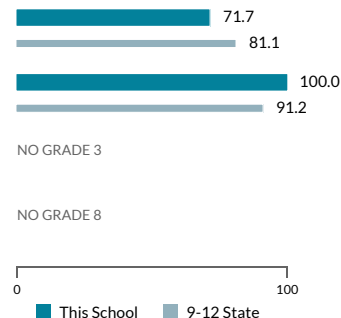
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

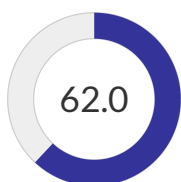




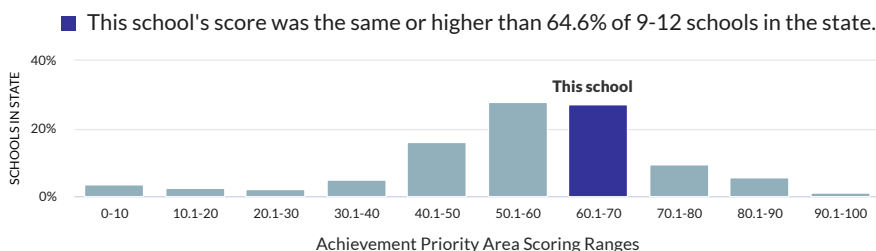
ACHIEVEMENT

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

Priority Area Score



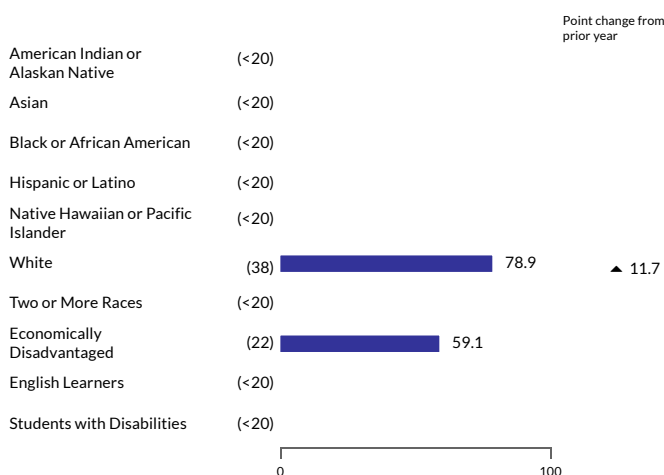
English Language Arts Score: 68.5
Mathematics Score: 55.4



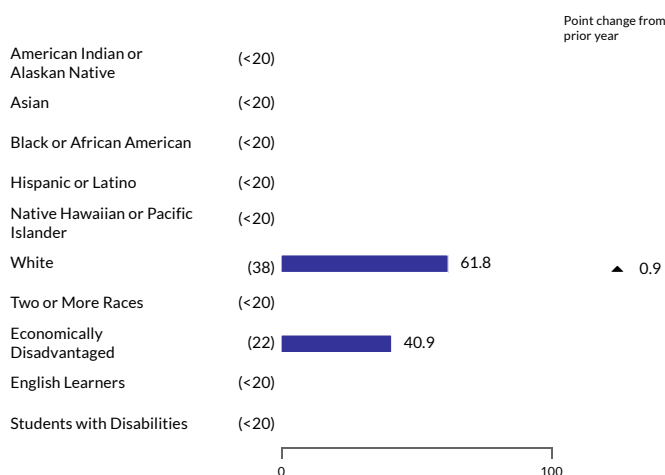
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



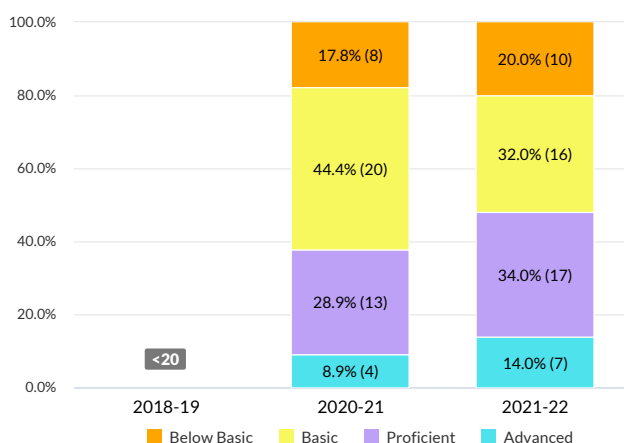
MATHEMATICS



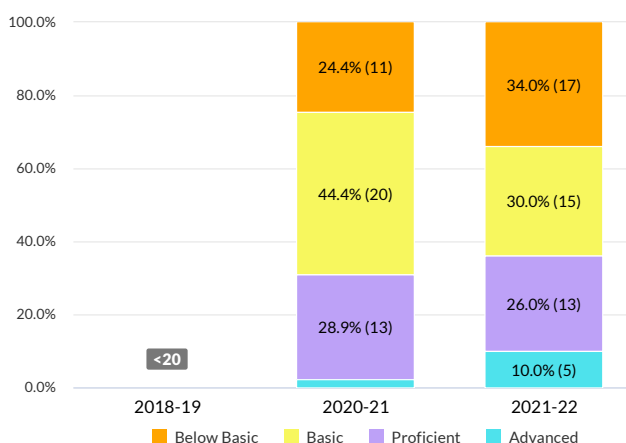
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Economically Disadvantaged
96.6%	92.9%

MATHEMATICS

All students	Lowest-participating group: Economically Disadvantaged
96.6%	92.9%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	190,978	8.3%	32.5%	32.2%	26.9%	167,123	6.8%	32.4%	34.5%	26.4%	183,681	7.6%	31.2%	32.4%	28.8%
All Students	<20	*	*	*	*	45	8.9%	28.9%	44.4%	17.8%	50	14.0%	34.0%	32.0%	20.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	32	9.4%	31.3%	43.8%	15.6%	38	15.8%	42.1%	26.3%	15.8%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	22	4.5%	36.4%	31.8%	27.3%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

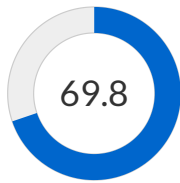
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 9-12 State	191,248	9.7%	27.8%	28.6%	33.9%	167,297	6.2%	27.7%	29.8%	36.4%	184,002	10.9%	23.1%	26.4%	39.6%
All Students	<20	*	*	*	*	45	2.2%	28.9%	44.4%	24.4%	50	10.0%	26.0%	30.0%	34.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	<20	*	*	*	*	32	0.0%	37.5%	46.9%	15.6%	38	13.2%	28.9%	26.3%	31.6%
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	22	0.0%	22.7%	36.4%	40.9%
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



GROWTH

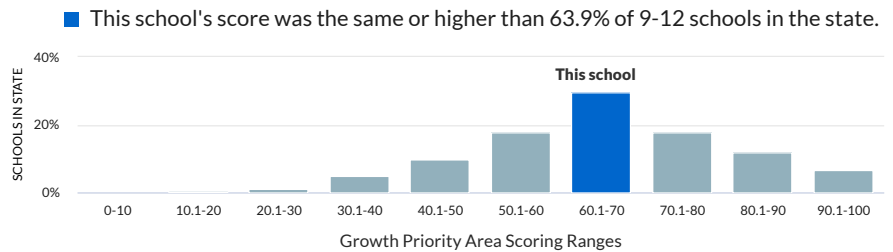
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 64.1

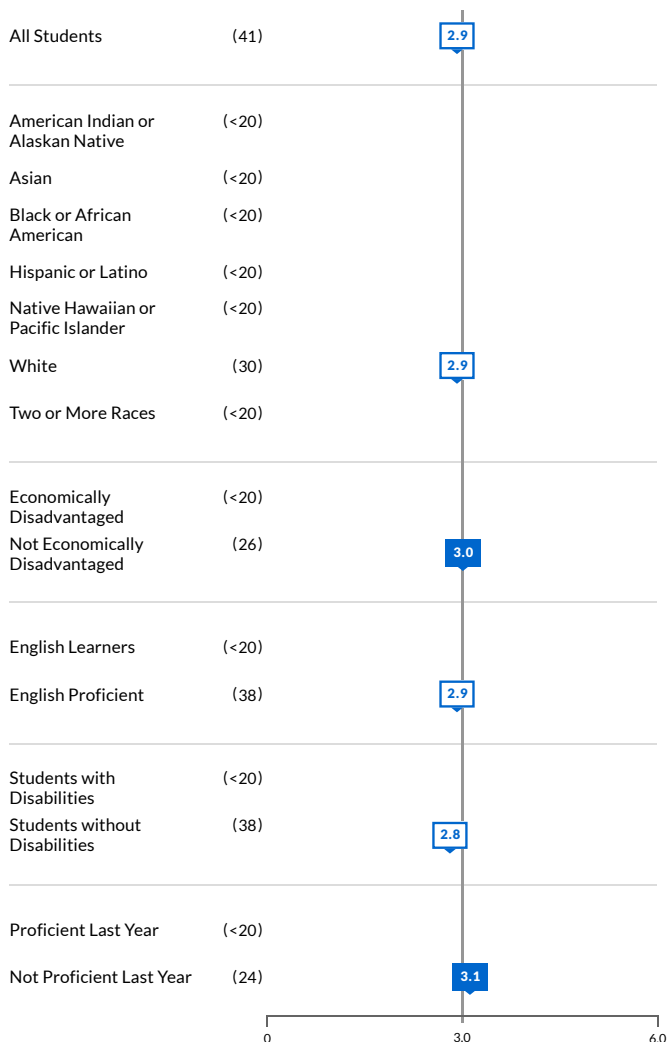
Mathematics Score: 75.5



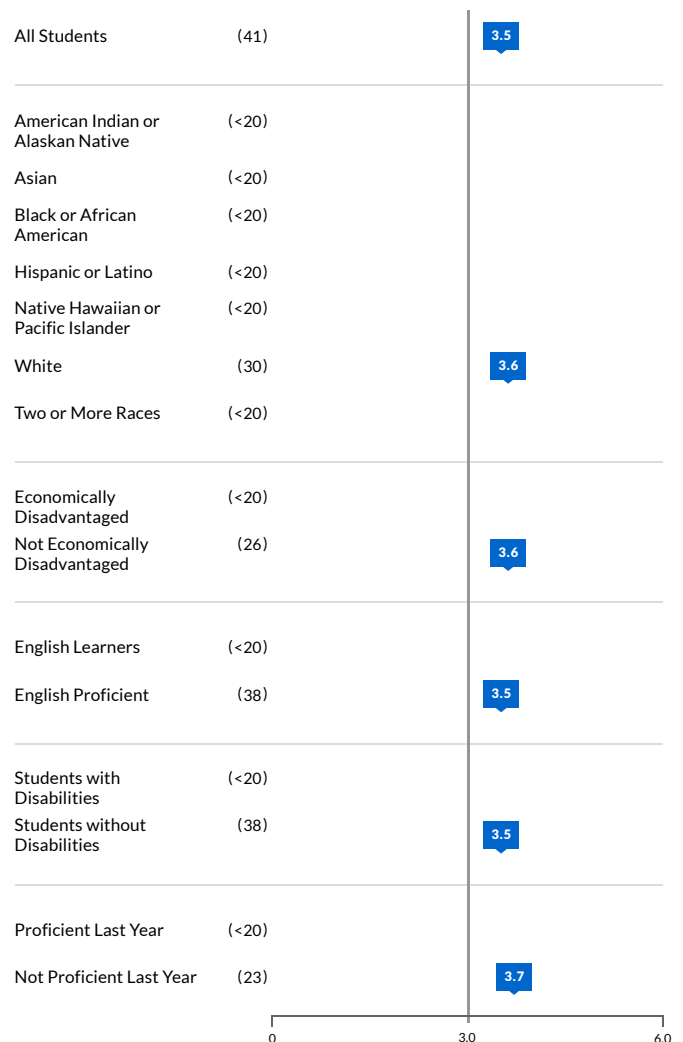
Student Group Value-Added (for information only)

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

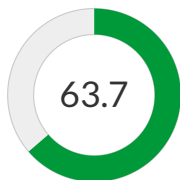




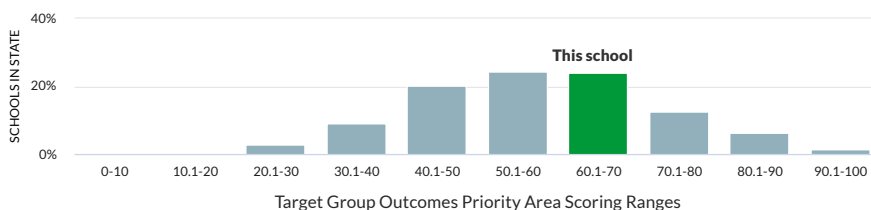
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 68.6% of 9-12 schools in the state.



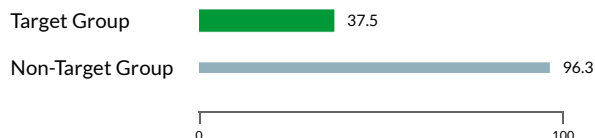
Component Scores

ACHIEVEMENT

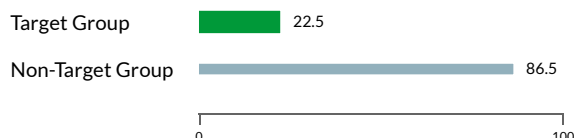
Score: 30.0

Average points-based proficiency rates.

English Language Arts



Mathematics

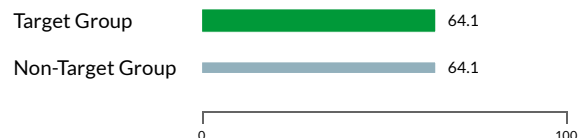


GROWTH

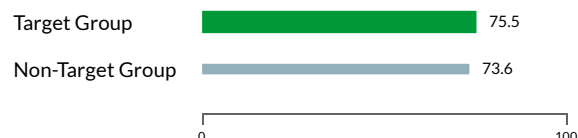
Score: 69.8

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

English Language Arts



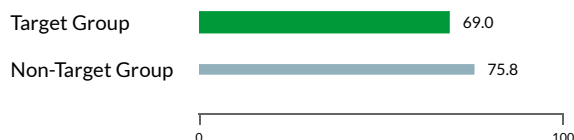
Mathematics



CHRONIC ABSENTEEISM

Score: 69.0

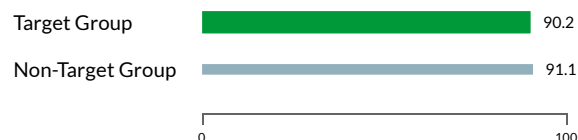
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: 90.2

This score is the overall attendance rate for the Target Group in 2020-21.

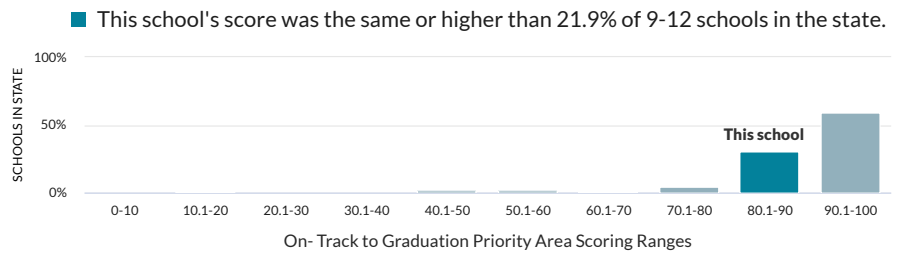
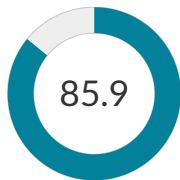




ON-TRACK TO GRADUATION

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

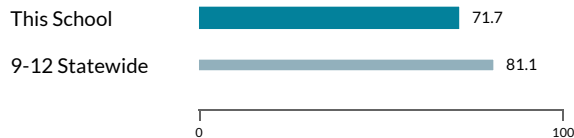


Component Scores

CHRONIC ABSENTEEISM

Score: 71.7

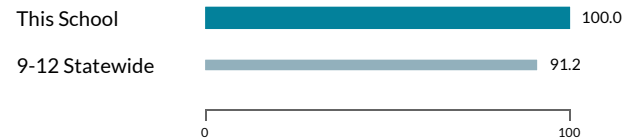
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 100.0

Average of 2020-21's 4- and 7-year cohort rates.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	265,360	18.9%	264,746	17.9%	264,138	19.7%
All Students	23	34.8%	60	31.7%	52	23.1%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	47	29.8%	38	15.8%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	<20	*	23	43.5%	20	45.0%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 9-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	<20	*	*	23	23	100.0%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	23	23	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES		DUAL ENROLLMENT		INDUSTRY-RECOGNIZED CREDENTIALS		WORK-BASED LEARNING	
School	State	School	State	School	State	School	State
36.5%	19.9%	34.6%	18.6%	0.0%	2.8%	5.8%	3.4%
19 students successfully completed at least one Advanced Placement or International Baccalaureate course.		18 students successfully completed at least one dual enrollment course.		No students earned an industry-recognized credential.		3 students participated in a work-based learning program.	

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	38	181,931	39.5%	21.7%	26.3%	21.7%	0.0%	3.4%	7.9%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	20	96,593	25.0%	10.8%	35.0%	12.0%	0.0%	2.1%	5.0%	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	<20	34,324	*	3.6%	*	9.6%	*	1.9%	*	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
1.9%	23.0%

1 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
1.9%	18.3%

1 students successfully completed at least one music course.

THEATER

School	State
0.0%	1.6%

No students successfully completed a theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	38	181,931	2.6%	24.2%	0.0%	0.3%	2.6%	21.0%	0.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	20	96,593	0.0%	21.8%	0.0%	0.2%	0.0%	13.6%	0.0%	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	<20	34,324	*	23.4%	*	0.2%	*	12.0%	*	1.5%





OVERVIEW

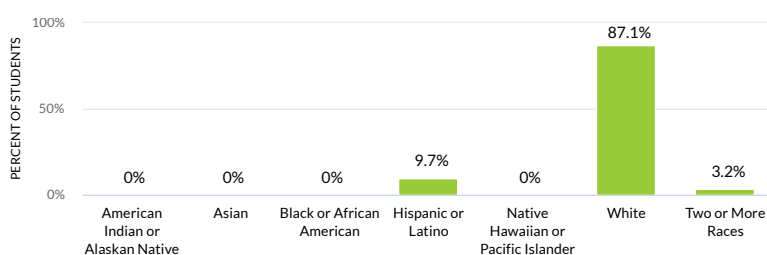
School Details

Grades : 7-12

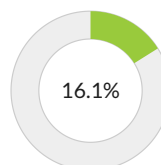
Enrollment : 31

Percent open enrollment : 12.9%

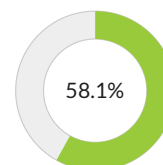
Student Groups



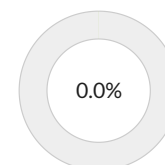
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

AR

Alternate Rating - Satisfactory Progress

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT



NO DATA TO DISPLAY

GROWTH



NO DATA TO DISPLAY

TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



NO DATA TO DISPLAY



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 Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

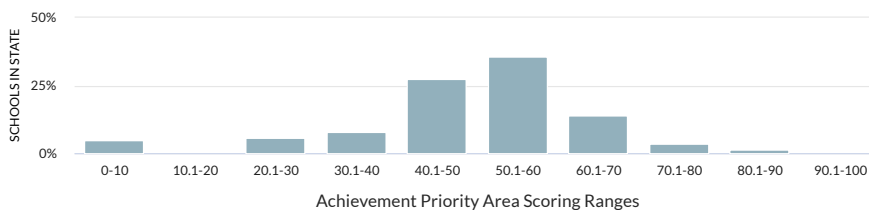
Priority Area Score



English Language Arts Score: NA

Mathematics Score: NA

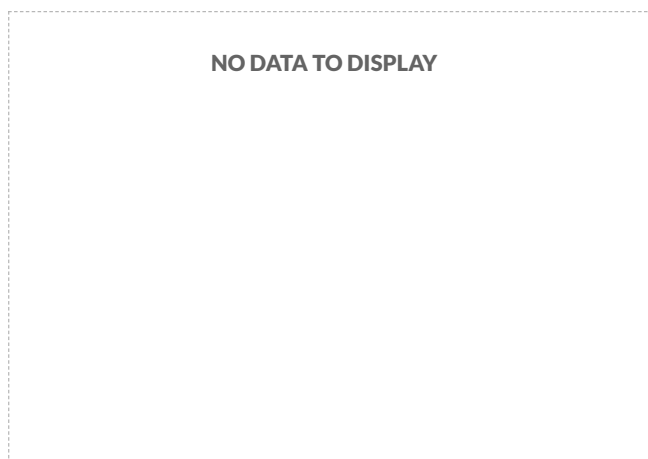
This is the distribution of scores for 6-12 schools in the state.



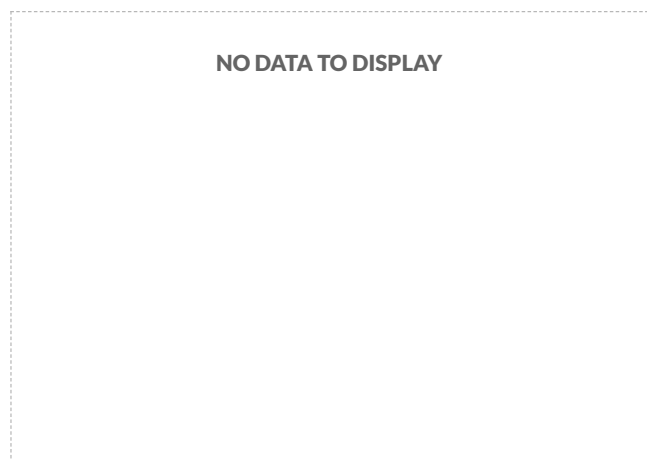
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS



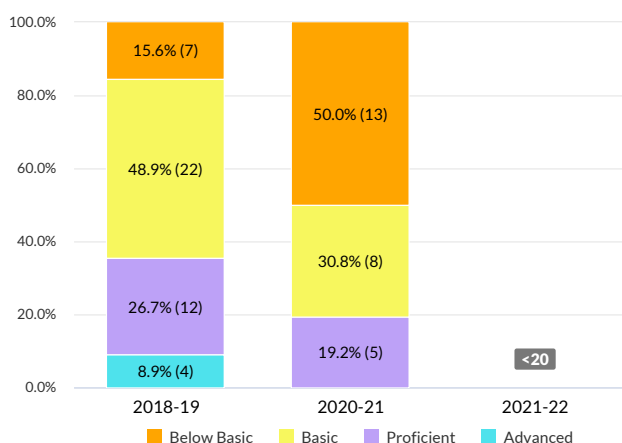
MATHEMATICS



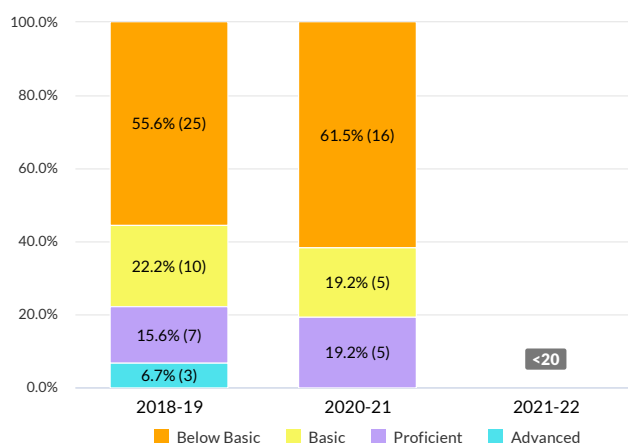
Performance Levels by Year

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

ENGLISH LANGUAGE ARTS



MATHEMATICS





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
95.5%	White
	95.2%

MATHEMATICS

All students	Lowest-participating group:
95.5%	White
	95.2%

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,387	8.6%	32.2%	33.7%	25.5%	334,613	7.4%	31.5%	35.3%	25.8%	366,765	7.4%	30.1%	34.1%	28.4%
All Students	45	8.9%	26.7%	48.9%	15.6%	26	0.0%	19.2%	30.8%	50.0%	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	40	7.5%	27.5%	47.5%	17.5%	22	0.0%	22.7%	27.3%	50.0%	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	383,890	8.1%	30.1%	30.2%	31.7%	334,667	5.5%	28.0%	31.4%	35.1%	367,393	8.1%	25.9%	28.5%	37.6%
All Students	45	6.7%	15.6%	22.2%	55.6%	26	0.0%	19.2%	19.2%	61.5%	<20	*	*	*	*
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	40	7.5%	17.5%	20.0%	55.0%	22	0.0%	22.7%	18.2%	59.1%	<20	*	*	*	*
Two or More Races	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
English Learners	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



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.

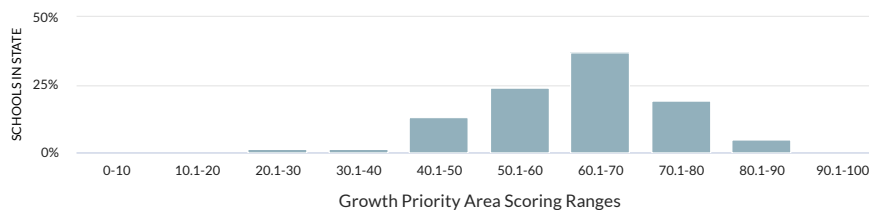
Priority Area Score



English Language Arts Score: NA

Mathematics Score: NA

This is the distribution of scores for 6-12 schools in the state.



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

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY



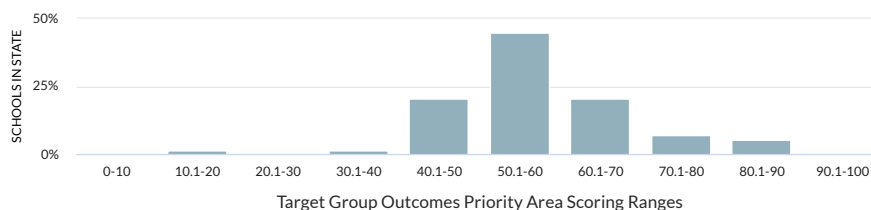
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 is the distribution of scores for 6-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

NO DATA TO DISPLAY



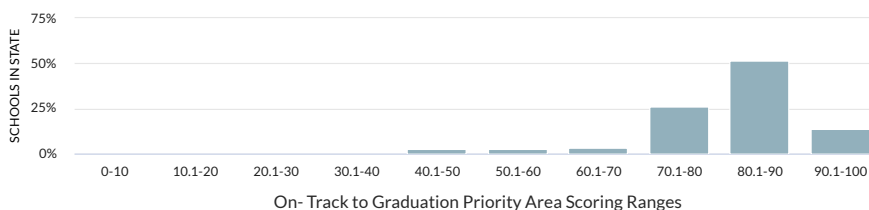
ON-TRACK TO GRADUATION

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



This is the distribution of scores for 6-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: NA

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.

DATA NOT APPLICABLE

SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2020-21.

DATA NOT APPLICABLE

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

DATA NOT APPLICABLE



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	459,967	15.9%	461,058	15.3%	456,150	18.4%
All Students	68	19.1%	55	32.7%	34	26.5%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	56	16.1%	46	30.4%	27	22.2%
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	29	31.0%	27	29.6%	21	38.1%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	<20	*	*	<20	*	*
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	<20	*	*
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
0.0%	19.9%

No students successfully completed an Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
0.0%	18.6%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	2.8%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	3.4%

No students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	20	181,931	0.0%	21.7%	0.0%	21.7%	0.0%	3.4%	0.0%	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	<20	96,593	*	10.8%	*	12.0%	*	2.1%	*	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	<20	34,324	*	3.6%	*	9.6%	*	1.9%	*	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
11.5%	23.0%

3 students successfully completed at least one art & design course.

DANCE

School	State
0.0%	0.3%

No students successfully completed a dance course.

MUSIC

School	State
0.0%	18.3%

No students successfully completed a music course.

THEATER

School	State
3.8%	1.6%

1 students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	20	181,931	15.0%	24.2%	0.0%	0.3%	0.0%	21.0%	5.0%	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	<20	96,593	*	21.8%	*	0.2%	*	13.6%	*	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	<20	34,324	*	23.4%	*	0.2%	*	12.0%	*	1.5%

Wisconsin Department of Public Instruction
Office of Educational Accountability
125 S. Webster Street
Madison, WI 53703
dpi.wi.gov

November 2022



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Public Instruction

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OVERVIEW

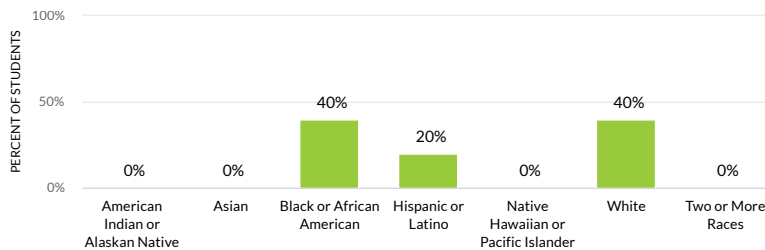
School Details

Grades : 4-12

Enrollment : 5

Percent open enrollment : 0%

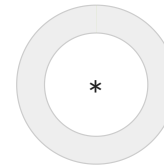
Student Groups



STUDENTS WITH
DISABILITIES



ECONOMICALLY
DISADVANTAGED



ENGLISH
LEARNERS



* percentage withheld to protect student privacy

Score Summary



Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.

Overall Score

AR

**Alternate Rating -
Satisfactory Progress**

Star rating not applicable

Report Cards without Scores

Some schools, because of size or grade range, do not have enough data to receive a score. Public schools with insufficient data participate in an alternate accountability process. Private schools with insufficient data are not rated.

Priority Area Scores

ACHIEVEMENT



NO DATA TO DISPLAY

GROWTH



NO DATA TO DISPLAY

TARGET GROUP OUTCOMES



NO DATA TO DISPLAY

ON-TRACK TO GRADUATION



NO DATA TO DISPLAY



ACHIEVEMENT

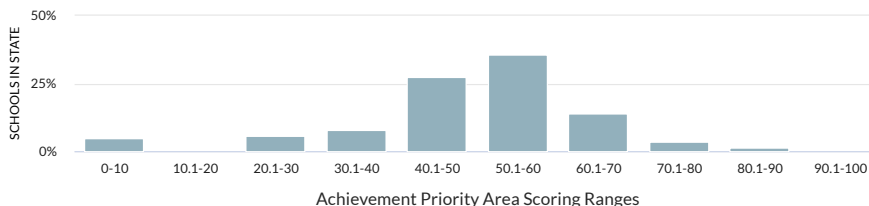
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Basic test performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics subscores.

Priority Area Score



English Language Arts Score: NA
Mathematics Score: NA

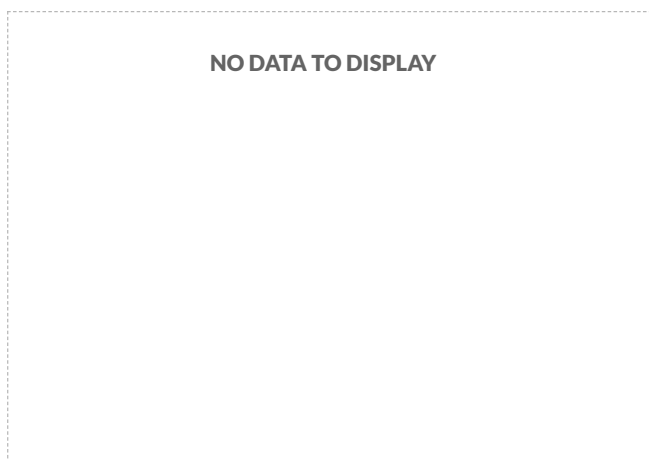
This is the distribution of scores for 6-12 schools in the state.



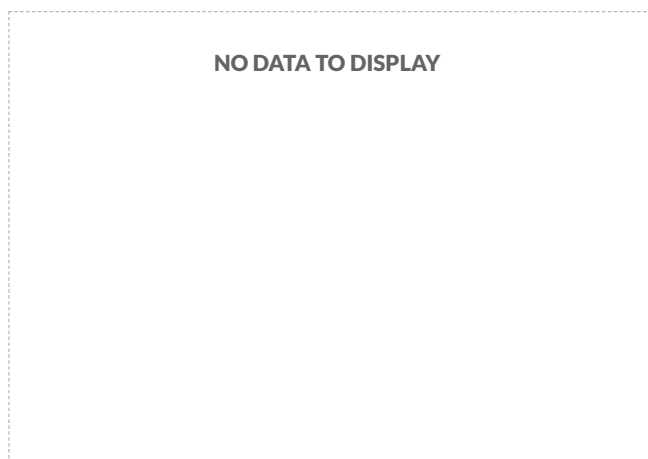
Student Group Achievement, 2021-22 (for information only)

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

ENGLISH LANGUAGE ARTS

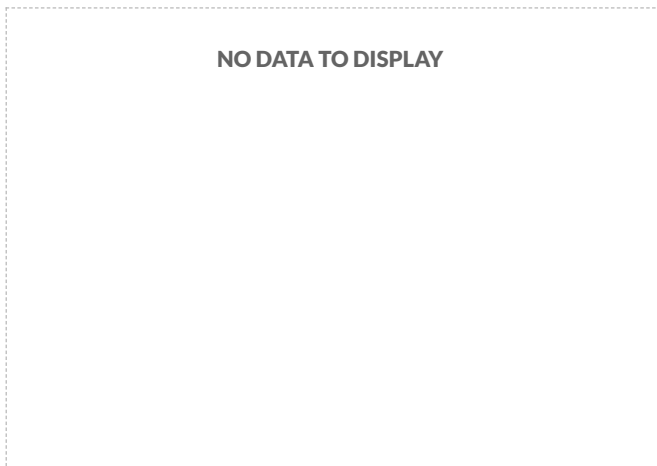
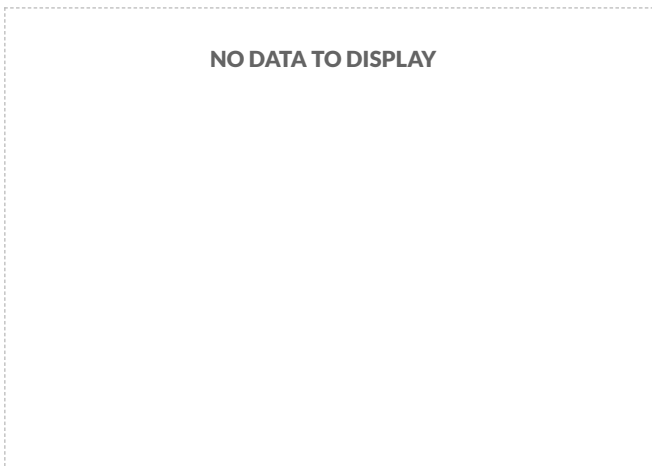


MATHEMATICS



Performance Levels by Year

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





ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

Test Participation Rates, 2021-22

ENGLISH LANGUAGE ARTS

All students	Lowest-participating group:
NA	NA
NA	NA

MATHEMATICS

All students	Lowest-participating group:
NA	NA
NA	NA

Student Group Performance Levels by Year

All student groups are shown. Student data is shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	0	NA	NA	NA	NA	334,613	7.4%	31.5%	35.3%	25.8%	366,765	7.4%	30.1%	34.1%	28.4%
All Students	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Asian	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
White	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
English Learners	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: 6-12 State	0	NA	NA	NA	NA	334,667	5.5%	28.0%	31.4%	35.1%	367,393	8.1%	25.9%	28.5%	37.6%
All Students	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
American Indian or Alaskan Native	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Asian	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Black or African American	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Hispanic or Latino	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
White	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Two or More Races	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Economically Disadvantaged	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
English Learners	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	0	NA	NA	NA	NA	<20	*	*	*	*	<20	*	*	*	*



GROWTH

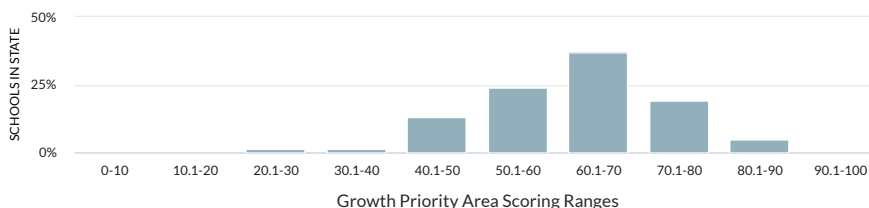
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: NA
Mathematics Score: NA

This is the distribution of scores for 6-12 schools in the state.



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

NO DATA TO DISPLAY

MATHEMATICS

NO DATA TO DISPLAY



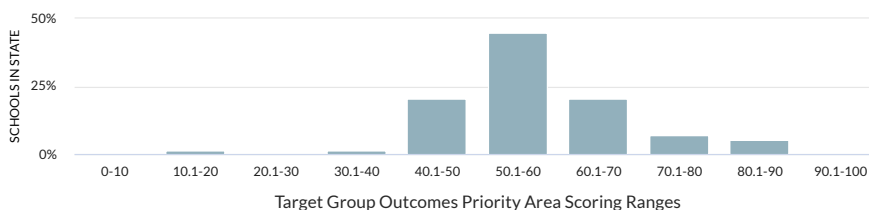
TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. It is designed to promote equity by helping schools focus on learners who need the most support 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 is the distribution of scores for 6-12 schools in the state.



Component Scores

ACHIEVEMENT

Score: NA

Average points-based proficiency rates.

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

GROWTH

Score: NA

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

English Language Arts

NO DATA TO DISPLAY

Mathematics

NO DATA TO DISPLAY

CHRONIC ABSENTEEISM

Score: NA

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.

NO DATA TO DISPLAY

ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2020-21.

NO DATA TO DISPLAY



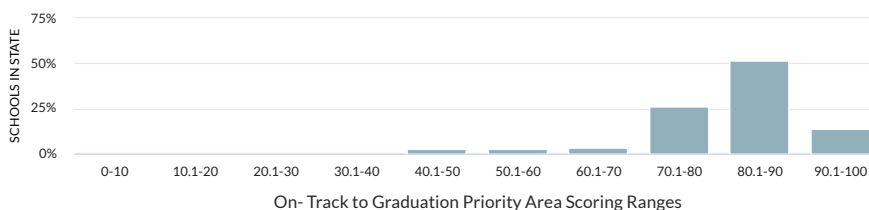
ON-TRACK TO GRADUATION

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



This is the distribution of scores for 6-12 schools in the state.



Component Scores

CHRONIC ABSENTEEISM

Score: NA

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.

DATA NOT APPLICABLE

SCHOOL-WIDE ATTENDANCE

Score: NA

This score is the overall attendance rate for the school in 2020-21.

DATA NOT APPLICABLE

3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: NA

Multi-year average points-based proficiency rates.

DATA NOT APPLICABLE



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

	2018-19		2019-20		2020-21	
	Students	Rate	Students	Rate	Students	Rate
All Students: 6-12 State	459,967	15.9%	461,058	15.3%	456,150	18.4%
All Students	<20	*	<20	*	<20	*
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	<20	*	<20	*	<20	*
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	<20	*	<20	*	<20	*
Two or More Races	<20	*	<20	*	<20	*
Economically Disadvantaged	<20	*	<20	*	<20	*
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	<20	*	<20	*	<20	*

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2020-21. 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.

	Four-year cohort graduation rate			Seven-year cohort graduation rate		
	Students in cohort	Graduates	Rate	Students in cohort	Graduates	Rate
All Students: 6-12 State	67,264	60,134	89.4%	66,412	61,851	93.1%
All Students	<20	0	*	0	0	0
American Indian or Alaskan Native	<20	0	*	0	0	0
Asian	<20	0	*	0	0	0
Black or African American	<20	0	*	0	0	0
Hispanic or Latino	<20	0	*	0	0	0
Native Hawaiian or Pacific Islander	<20	0	*	0	0	0
White	<20	0	*	0	0	0
Two or More Races	<20	0	*	0	0	0
Economically Disadvantaged	<20	0	*	0	0	0
English Learners	<20	0	*	0	0	0
Students with Disabilities	<20	0	*	0	0	0



POSTSECONDARY PREPARATION, 2020-21

Section 115.385 (d)1.-5., Wis. Stat., requires report cards to include data on pupil participation in various postsecondary preparation opportunities. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Postsecondary Preparation

ADVANCED COURSES

School	State
*	19.9%

* students successfully completed at least one Advanced Placement or International Baccalaureate course.

DUAL ENROLLMENT

School	State
*	18.6%

* students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
*	2.8%

* students earned at least one industry-recognized credential.

WORK-BASED LEARNING

School	State
*	3.4%

* students participated in a work-based learning program.

Student Group Participation

This table compares the percentages of students in the school participating in different types of postsecondary preparation opportunities with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Advanced Courses		Dual Enrollment		Industry-Recognized Credentials		Work-Based Learning	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	6.5%	*	10.0%	*	1.8%	*	2.4%
Asian	<20	9,945	*	28.6%	*	16.9%	*	2.2%	*	1.9%
Black or African American	<20	25,104	*	12.2%	*	6.2%	*	0.6%	*	0.9%
Hispanic or Latino	<20	34,372	*	15.8%	*	13.4%	*	1.9%	*	1.8%
Native Hawaiian or Pacific Islander	<20	198	*	17.7%	*	17.2%	*	3.0%	*	1.0%
White	<20	181,931	*	21.7%	*	21.7%	*	3.4%	*	4.2%
Two or More Races	<20	9,829	*	15.9%	*	13.7%	*	1.8%	*	1.9%
Economically Disadvantaged	<20	96,593	*	10.8%	*	12.0%	*	2.1%	*	2.6%
English Learners	<20	14,562	*	9.7%	*	12.0%	*	1.3%	*	1.3%
Students with Disabilities	<20	34,324	*	3.6%	*	9.6%	*	1.9%	*	2.5%



ARTS COURSE INFORMATION, 2020-21

Section 115.385 (d)6., Wis. Stat., requires report cards to include data on the percentage of high school pupils participating in various kinds of arts courses. All data are for grades 9-12. This is for information only and does not affect scores. Course and program data are reported by schools and districts to DPI. Please use caution when interpreting these data. Asterisks replace all-student participation data if the school enrolled fewer than 20 students.

Participation by Type of Arts Course

ART & DESIGN

School	State
*	23.0%

* students successfully completed at least one art & design course.

DANCE

School	State
*	0.3%

* students successfully completed at least one dance course.

MUSIC

School	State
*	18.3%

* students successfully completed at least one music course.

THEATER

School	State
*	1.6%

* students successfully completed at least one theater course.

Student Group Participation

This table compares the percentages of students in the school completing different types of arts courses with the percentages for the state. Total student enrollments are given for reference.

	Total # Enrolled		Art & Design		Dance		Music		Theater	
	School	State	School	State	School	State	School	State	School	State
American Indian or Alaskan Native	<20	2,799	*	21.5%	*	0.0%	*	12.5%	*	0.5%
Asian	<20	9,945	*	20.6%	*	0.3%	*	16.3%	*	0.9%
Black or African American	<20	25,104	*	18.7%	*	0.4%	*	8.9%	*	2.5%
Hispanic or Latino	<20	34,372	*	21.3%	*	0.2%	*	12.1%	*	1.5%
Native Hawaiian or Pacific Islander	<20	198	*	22.7%	*	0.0%	*	21.2%	*	0.5%
White	<20	181,931	*	24.2%	*	0.3%	*	21.0%	*	1.5%
Two or More Races	<20	9,829	*	21.5%	*	0.2%	*	16.5%	*	1.6%
Economically Disadvantaged	<20	96,593	*	21.8%	*	0.2%	*	13.6%	*	1.5%
English Learners	<20	14,562	*	21.6%	*	0.2%	*	9.4%	*	1.1%
Students with Disabilities	<20	34,324	*	23.4%	*	0.2%	*	12.0%	*	1.5%

Wisconsin Department of Public Instruction
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WISCONSIN DEPARTMENT OF
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