



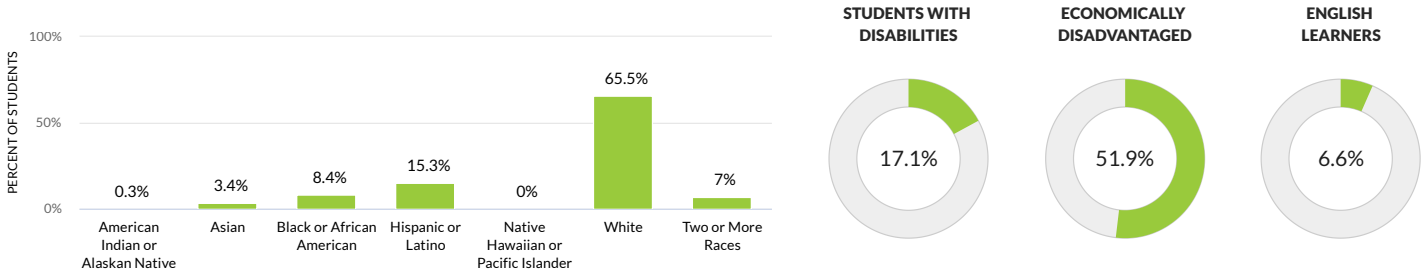
Inquiry Code: N7U9E4

## OVERVIEW

### District Details

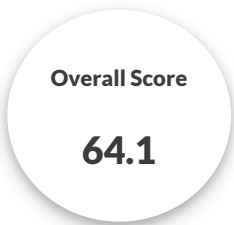
Grades : K4-12  
Enrollment : 6,630  
Percent open enrollment : 3.3%

### Student Groups



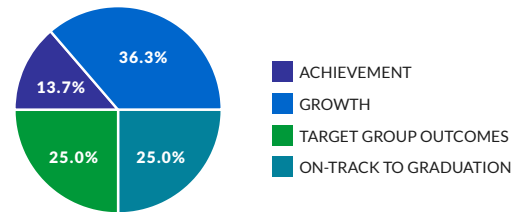
### Score Summary

**!** 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>.



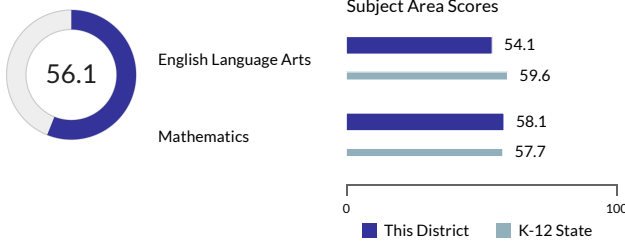
**Meets Expectations**  
★★★

#### PRIORITY AREA WEIGHTS

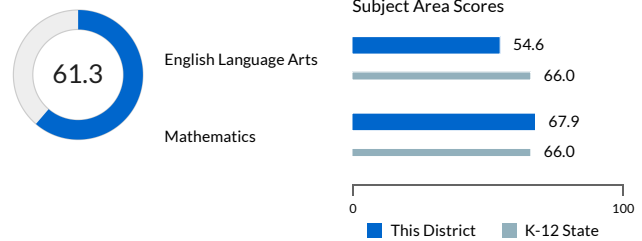


### Priority Area Scores

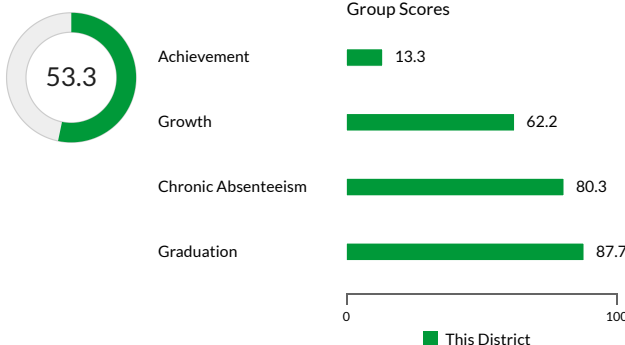
#### ACHIEVEMENT



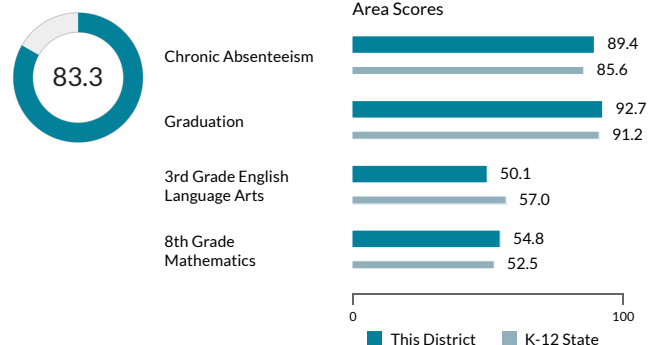
#### GROWTH



#### TARGET GROUP OUTCOMES



#### ON-TRACK TO GRADUATION





## 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	3	21.4%
Exceeds Expectations	3	21.4%
Meets Expectations	6	42.9%
Meets Few Expectations	2	14.3%
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	0	0.0%
Needs Improvement	0	0.0%

### School Score Summary

This table does not include alternate accountability schools.

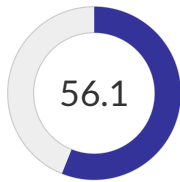
Priority Area	Low Score	Average Score	High Score	Possible Points
Overall Score	52.7	70.8	89.2	100.0
Achievement	34.2	56.6	83.5	100.0
Growth	44.2	68.8	93.5	100.0
Target Group Outcomes	44.3	64.0	96.5	100.0
On-Track to Graduation	79.3	85.5	94.9	100.0



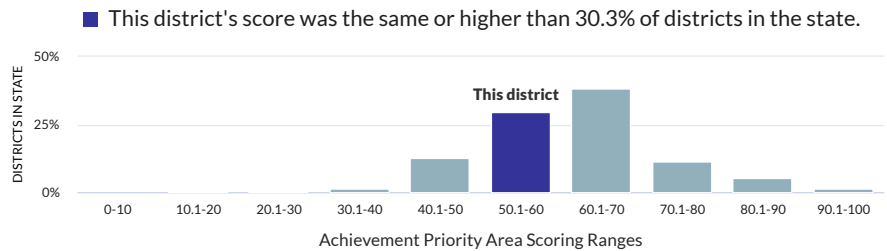
## ACHIEVEMENT

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



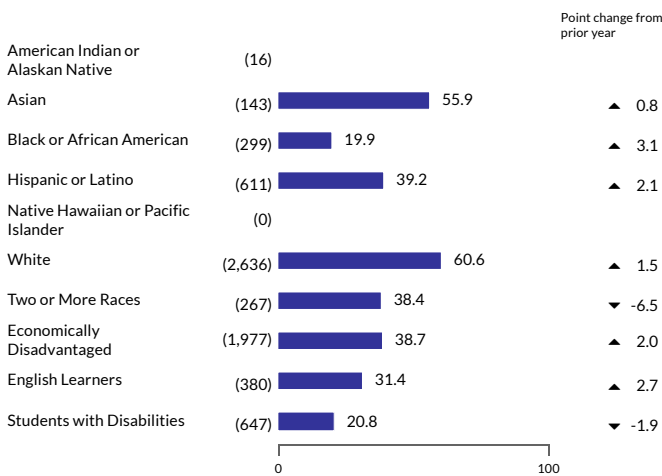
English Language Arts Score: 54.1  
Mathematics Score: 58.1



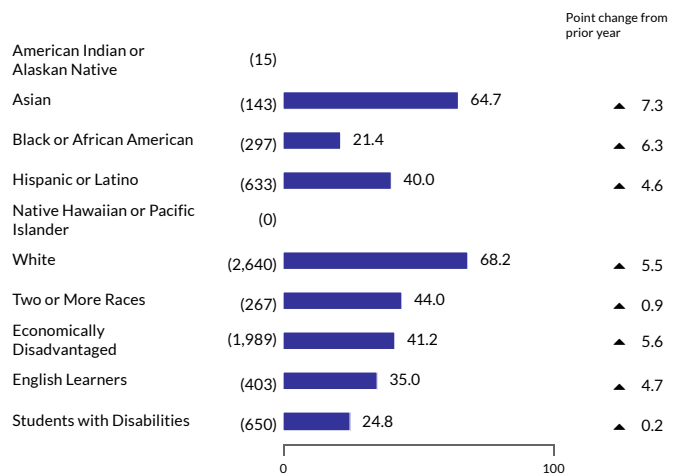
## Student Group Achievement, 2021-22 (for information only)

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

### ENGLISH LANGUAGE ARTS



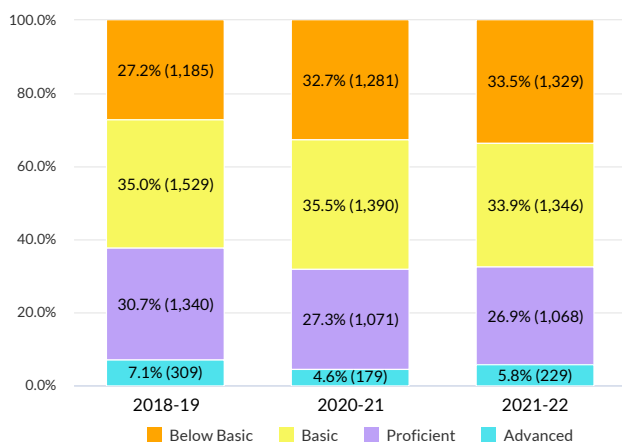
### MATHEMATICS



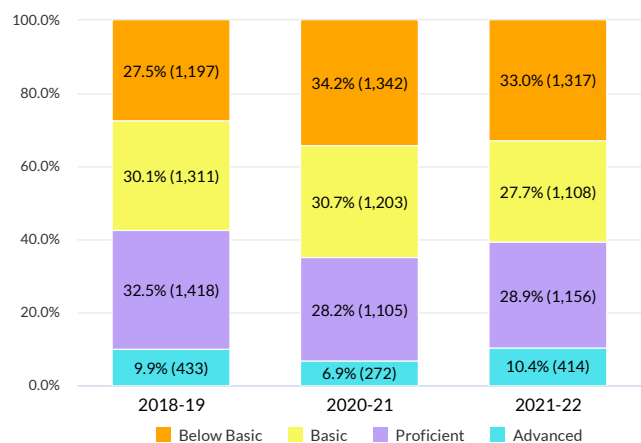
## Performance Levels by Year

These graphs show 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
95.1%	90.2%

#### MATHEMATICS

All students	Lowest-participating group: Black or African American
95.2%	89.9%

### 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-12 State	572,413	8.0%	32.7%	34.1%	25.3%	493,155	6.9%	31.5%	35.2%	26.5%	541,300	7.1%	30.8%	33.9%	28.2%
All Students	4,363	7.1%	30.7%	35.0%	27.2%	3,921	4.6%	27.3%	35.5%	32.7%	3,972	5.8%	26.9%	33.9%	33.5%
American Indian or Alaskan Native	8	12.5%	37.5%	12.5%	37.5%	12	0.0%	0.0%	58.3%	41.7%	16	6.3%	0.0%	50.0%	43.8%
Asian	133	7.5%	27.8%	34.6%	30.1%	128	3.9%	28.9%	40.6%	26.6%	143	6.3%	28.0%	37.1%	28.7%
Black or African American	291	0.0%	8.2%	34.4%	57.4%	274	0.0%	6.2%	21.2%	72.6%	299	0.3%	6.4%	26.1%	67.2%
Hispanic or Latino	566	2.5%	23.3%	39.4%	34.8%	563	1.1%	16.9%	37.3%	44.8%	611	1.6%	17.5%	38.5%	42.4%
Native Hawaiian or Pacific Islander	2	0.0%	0.0%	100.0%	0.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	3,179	8.7%	34.3%	34.5%	22.5%	2,699	5.9%	32.1%	36.4%	25.6%	2,636	7.7%	32.0%	34.0%	26.3%
Two or More Races	184	3.8%	29.9%	32.6%	33.7%	245	3.7%	22.9%	33.1%	40.4%	267	1.5%	21.7%	28.8%	47.9%
Economically Disadvantaged	1,966	3.4%	21.2%	35.9%	39.5%	1,823	1.6%	17.2%	34.3%	47.0%	1,977	2.4%	18.3%	33.6%	45.7%
English Learners	386	1.0%	20.2%	39.4%	39.4%	349	0.9%	9.7%	35.2%	54.2%	380	0.8%	12.1%	36.3%	50.8%
Students with Disabilities	703	1.1%	9.0%	28.2%	61.7%	620	1.3%	9.2%	23.1%	66.5%	647	0.8%	8.5%	22.3%	68.5%

#### MATHEMATICS

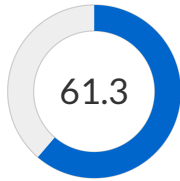
	2018-19					2020-21					2021-22				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	573,212	9.4%	31.6%	30.8%	28.2%	493,043	7.0%	29.4%	31.6%	32.0%	542,401	9.3%	28.2%	29.1%	33.3%
All Students	4,359	9.9%	32.5%	30.1%	27.5%	3,922	6.9%	28.2%	30.7%	34.2%	3,995	10.4%	28.9%	27.7%	33.0%
American Indian or Alaskan Native	8	25.0%	0.0%	50.0%	25.0%	13	0.0%	7.7%	38.5%	53.8%	15	0.0%	13.3%	13.3%	73.3%
Asian	133	9.0%	36.1%	33.8%	21.1%	129	7.0%	32.6%	28.7%	31.8%	143	12.6%	31.5%	28.7%	27.3%
Black or African American	287	0.7%	7.7%	25.1%	66.6%	274	0.4%	5.5%	18.2%	75.9%	297	1.0%	8.4%	22.9%	67.7%
Hispanic or Latino	566	2.3%	24.0%	35.9%	37.8%	565	0.9%	17.0%	34.2%	48.0%	633	3.8%	18.5%	31.6%	46.1%
Native Hawaiian or Pacific Islander	2	0.0%	0.0%	50.0%	50.0%	0	NA	NA	NA	NA	0	NA	NA	NA	NA
White	3,179	12.3%	36.7%	28.9%	22.1%	2,695	9.2%	33.2%	31.3%	26.3%	2,640	13.4%	34.5%	27.2%	24.9%
Two or More Races	184	7.1%	24.5%	37.0%	31.5%	246	3.7%	22.4%	30.5%	43.5%	267	5.2%	21.3%	29.6%	43.8%
Economically Disadvantaged	1,961	3.6%	23.0%	33.5%	40.0%	1,824	2.2%	16.6%	31.3%	49.9%	1,989	4.8%	19.2%	29.7%	46.4%
English Learners	388	1.3%	23.2%	38.4%	37.1%	351	1.1%	12.0%	33.3%	53.6%	403	2.2%	15.6%	32.0%	50.1%
Students with Disabilities	702	1.9%	11.7%	21.7%	64.8%	618	2.1%	11.5%	19.9%	66.5%	650	2.5%	10.6%	21.1%	65.8%



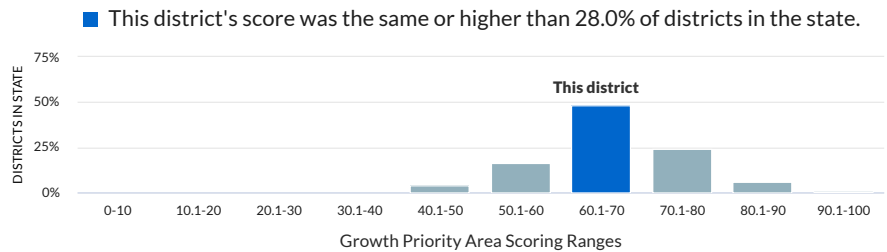
## GROWTH

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 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



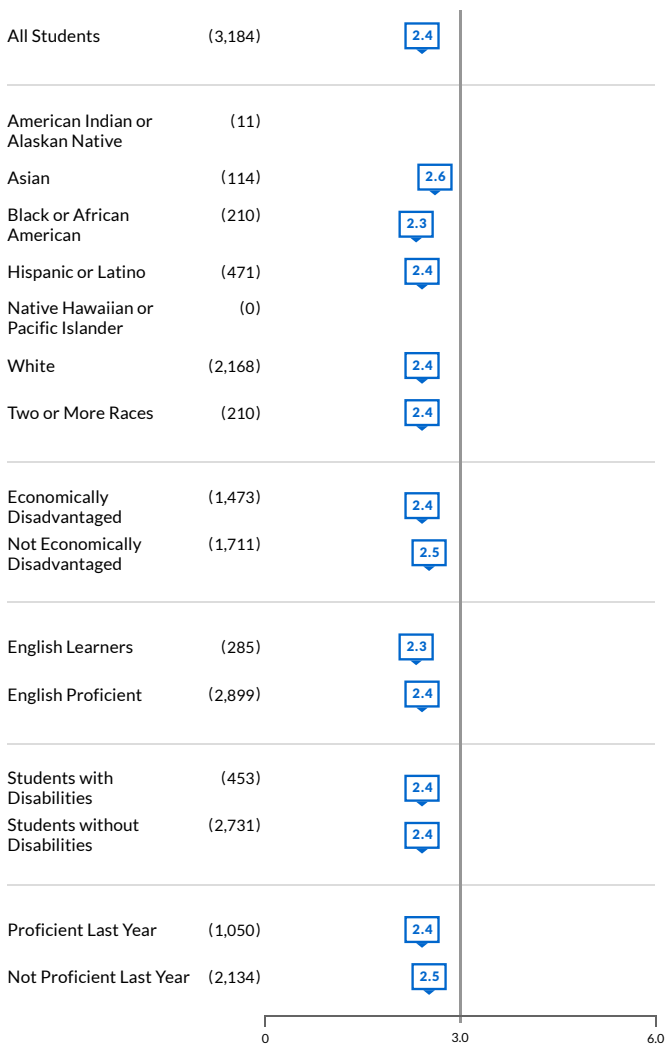
**English Language Arts Score:** 54.6  
**Mathematics Score:** 67.9



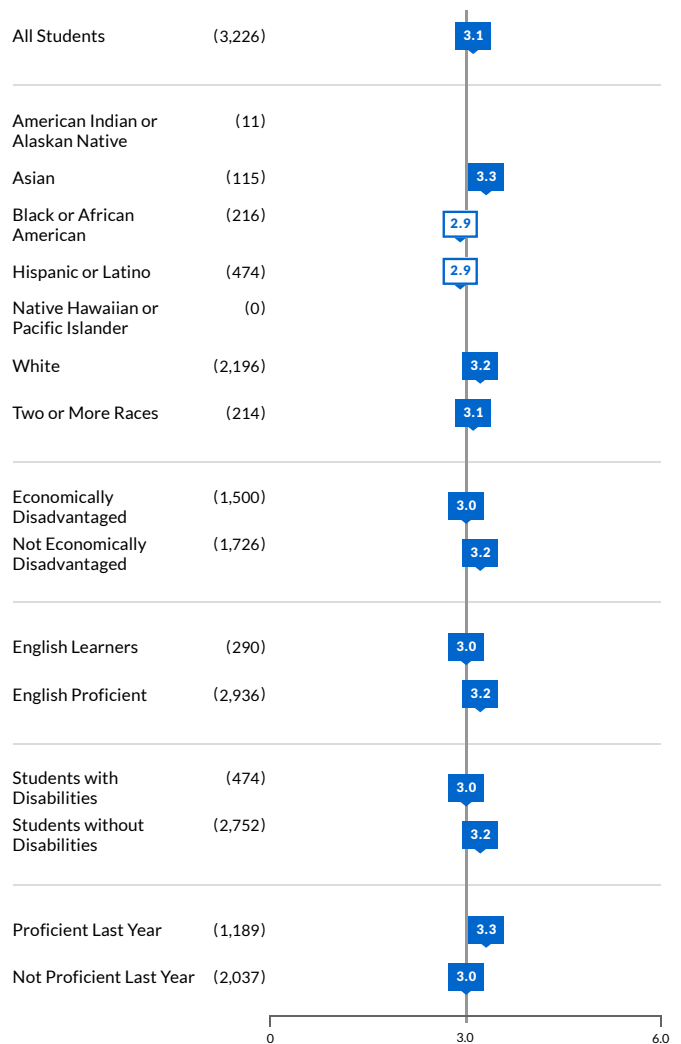
### Student Group Value-Added (for information only)

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

#### ENGLISH LANGUAGE ARTS



#### MATHEMATICS

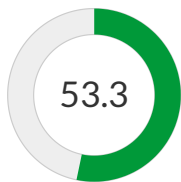




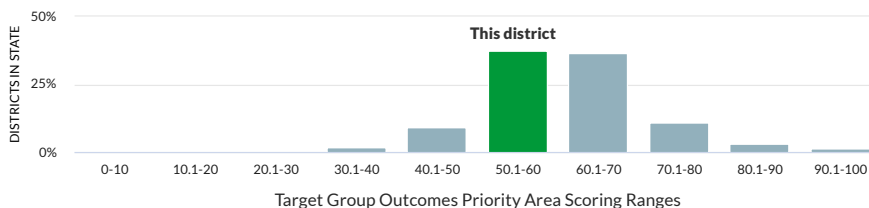
## TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the Target Group. 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 19.8% of districts in the state.



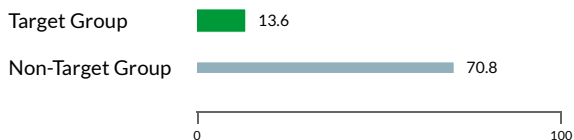
## Component Scores

### ACHIEVEMENT

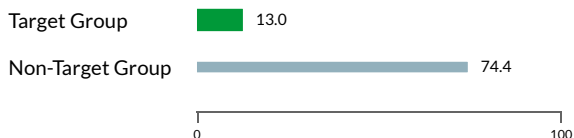
Score: 13.3

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

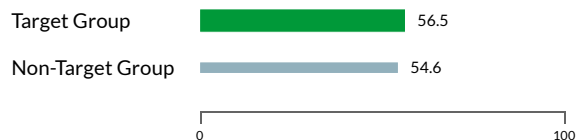


### GROWTH

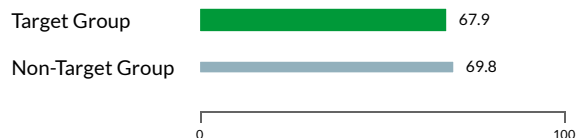
Score: 62.2

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

#### English Language Arts



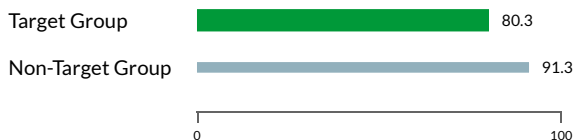
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 80.3

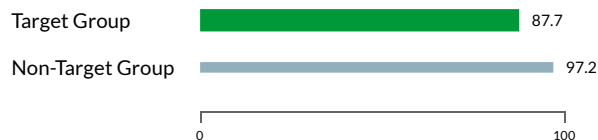
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 87.7

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

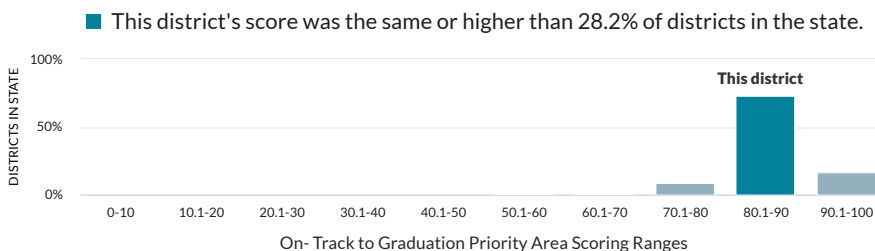
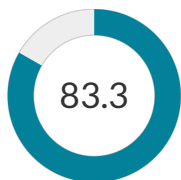




## ON-TRACK TO GRADUATION

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

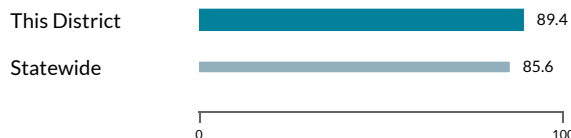


### Component Scores

#### CHRONIC ABSENTEEISM

Score: 89.4

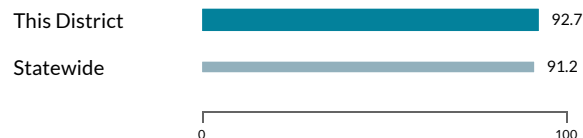
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



#### GRADUATION

Score: 92.7

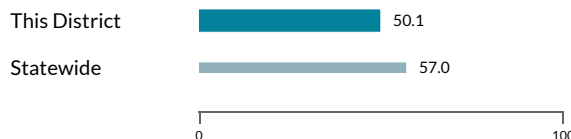
Average of 2020-21's 4- and 7-year cohort rates.



#### 3RD GRADE ENGLISH LANGUAGE ARTS

Score: 50.1

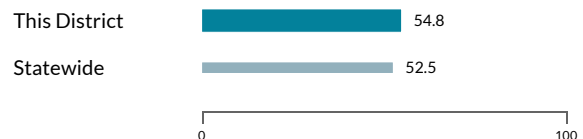
Multi-year average points-based proficiency rates.



#### 8TH GRADE MATHEMATICS

Score: 54.8

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: K-12 State	831,556	13.1%	826,700	13.1%	807,736	16.5%
All Students	6,392	13.7%	6,408	8.2%	6,146	10.6%
American Indian or Alaskan Native	11	45.5%	19	21.1%	20	15.0%
Asian	202	7.4%	206	2.4%	194	2.1%
Black or African American	441	27.2%	502	22.7%	512	35.5%
Hispanic or Latino	885	15.4%	929	9.7%	916	14.5%
Native Hawaiian or Pacific Islander	2	100.0%	3	0.0%	1	0.0%
White	4,484	12.0%	4,385	6.3%	4,103	6.9%
Two or More Races	367	16.6%	364	9.1%	400	11.2%
Economically Disadvantaged	3,002	20.5%	3,071	13.7%	3,059	16.9%
English Learners	574	10.3%	568	6.9%	529	9.8%
Students with Disabilities	1,080	18.2%	1,087	11.9%	1,031	13.4%

### 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.

	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	67,282	60,074	89.3%	66,422	61,819	93.1%
All Students	524	480	91.6%	546	512	93.8%
American Indian or Alaskan Native	1	1	100.0%	6	5	83.3%
Asian	9	7	77.8%	12	12	100.0%
Black or African American	33	29	87.9%	28	23	82.1%
Hispanic or Latino	82	69	84.1%	46	40	87.0%
Native Hawaiian or Pacific Islander	0	NA	NA	1	1	100.0%
White	380	356	93.7%	438	419	95.7%
Two or More Races	19	18	94.7%	15	12	80.0%
Economically Disadvantaged	201	168	83.6%	180	160	88.9%
English Learners	34	26	76.5%	24	19	79.2%
Students with Disabilities	85	64	75.3%	82	76	92.7%





## 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.

### Participation by Type of Postsecondary Preparation

#### ADVANCED COURSES

District	State
<b>0.7%</b>	<b>19.9%</b>

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

#### DUAL ENROLLMENT

District	State
<b>27.7%</b>	<b>18.6%</b>

562 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

District	State
<b>0.0%</b>	<b>2.8%</b>

No students earned an industry-recognized credential.

#### WORK-BASED LEARNING

District	State
<b>3.9%</b>	<b>3.4%</b>

80 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	6	2,799	0.0%	6.5%	0.0%	10.0%	0.0%	1.8%	0.0%	2.4%
Asian	50	9,944	0.0%	28.6%	38.0%	16.9%	0.0%	2.2%	2.0%	1.9%
Black or African American	143	25,102	0.0%	12.2%	7.7%	6.2%	0.0%	0.6%	2.1%	0.9%
Hispanic or Latino	289	34,372	0.3%	15.8%	22.5%	13.4%	0.0%	1.9%	2.1%	1.8%
Native Hawaiian or Pacific Islander	0	198	NA	17.7%	NA	17.2%	NA	3.0%	NA	1.0%
White	1,437	181,801	0.8%	21.7%	30.9%	21.8%	0.0%	3.4%	4.7%	4.2%
Two or More Races	101	9,827	1.0%	15.9%	22.8%	13.7%	0.0%	1.8%	3.0%	1.9%
Economically Disadvantaged	876	96,573	0.5%	10.8%	15.1%	12.0%	0.0%	2.1%	1.8%	2.6%
English Learners	115	14,562	0.0%	9.7%	11.3%	12.0%	0.0%	1.3%	1.7%	1.3%
Students with Disabilities	329	34,307	0.9%	3.6%	4.6%	9.6%	0.0%	1.9%	0.3%	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.

### Participation by Type of Arts Course

ART & DESIGN		DANCE		MUSIC		THEATER	
District	State	District	State	District	State	District	State
<b>17.8%</b>	<b>23.0%</b>	<b>0.0%</b>	<b>0.3%</b>	<b>19.4%</b>	<b>18.3%</b>	<b>1.0%</b>	<b>2.4%</b>

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

No students successfully completed a dance course.

393 students successfully completed at least one music course.

20 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	6	2,799	50.0%	21.5%	0.0%	0.1%	33.3%	12.5%	0.0%	1.2%
Asian	50	9,944	28.0%	20.6%	0.0%	0.3%	22.0%	16.3%	0.0%	1.5%
Black or African American	143	25,102	11.9%	18.7%	0.0%	0.4%	7.0%	8.9%	0.0%	2.9%
Hispanic or Latino	289	34,372	17.0%	21.3%	0.0%	0.3%	12.8%	12.1%	0.7%	2.3%
Native Hawaiian or Pacific Islander	0	198	NA	22.7%	NA	0.0%	NA	21.2%	NA	1.5%
White	1,437	181,801	18.4%	24.2%	0.0%	0.3%	21.7%	21.1%	1.3%	2.5%
Two or More Races	101	9,827	12.9%	21.5%	0.0%	0.3%	20.8%	16.5%	0.0%	2.4%
Economically Disadvantaged	876	96,573	18.2%	21.8%	0.0%	0.3%	11.9%	13.6%	0.3%	2.2%
English Learners	115	14,562	15.7%	21.6%	0.0%	0.2%	9.6%	9.4%	0.0%	1.6%
Students with Disabilities	329	34,307	16.1%	23.5%	0.0%	0.2%	10.0%	12.0%	0.3%	2.0%

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October 2022

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