

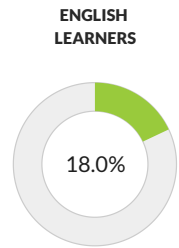
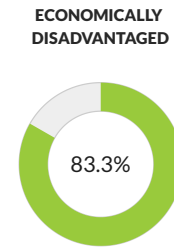
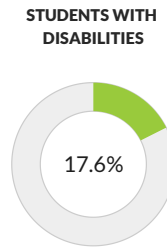
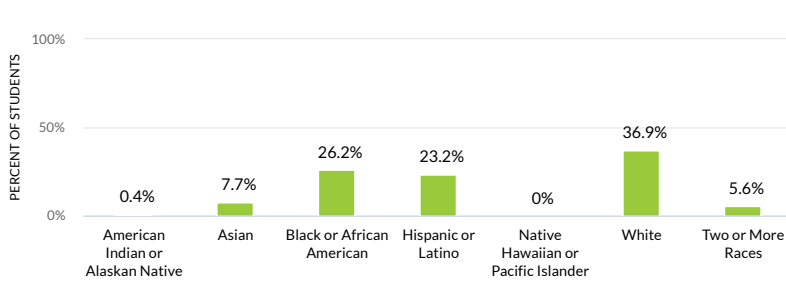


OVERVIEW

School Details

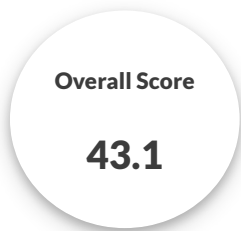
Grades : K4-5
Enrollment : 233
Percent open enrollment : 1.7%

Student Groups



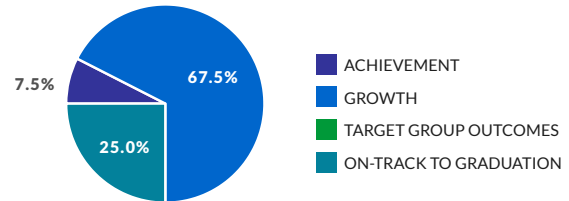
Score Summary

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>.



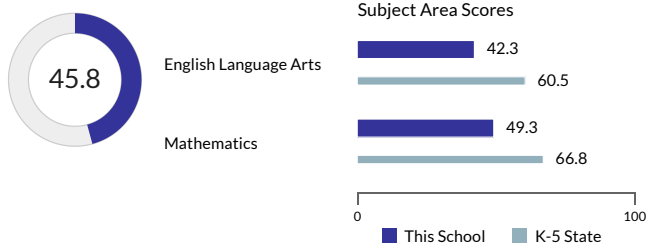
Fails to Meet Expectations
★

PRIORITY AREA WEIGHTS

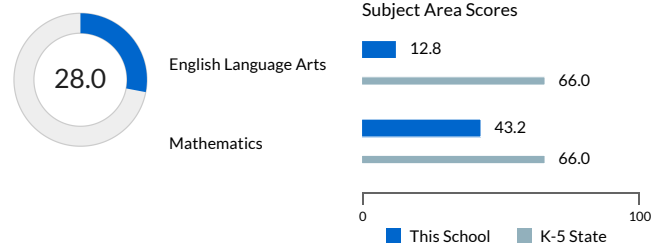


Priority Area Scores

ACHIEVEMENT



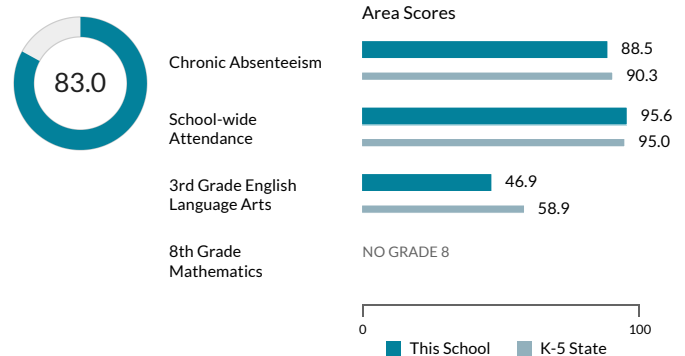
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

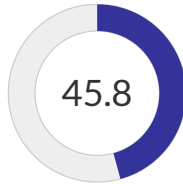




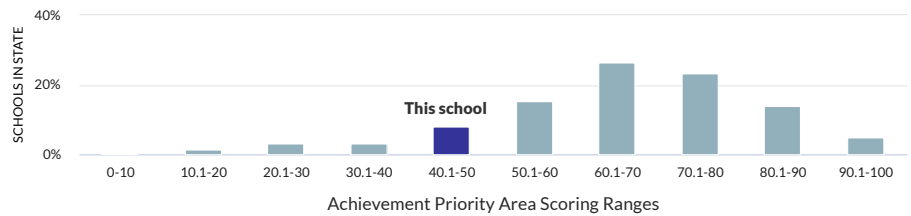
ACHIEVEMENT

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



■ This school's score was the same or higher than 11.8% of K-5 schools in the state.



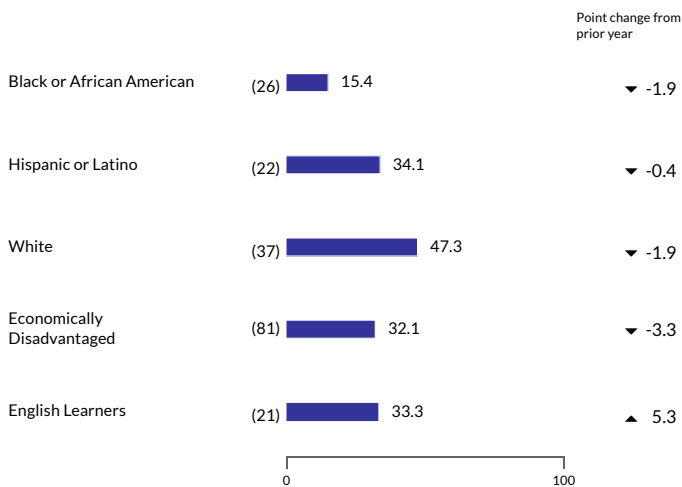
English Language Arts Score: 42.3

Mathematics Score: 49.3

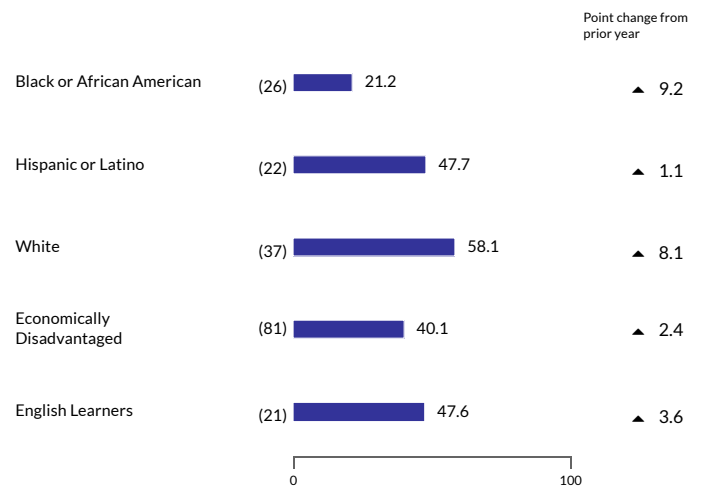
Student Group Achievement, 2020-21 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students are not displayed.

ENGLISH LANGUAGE ARTS



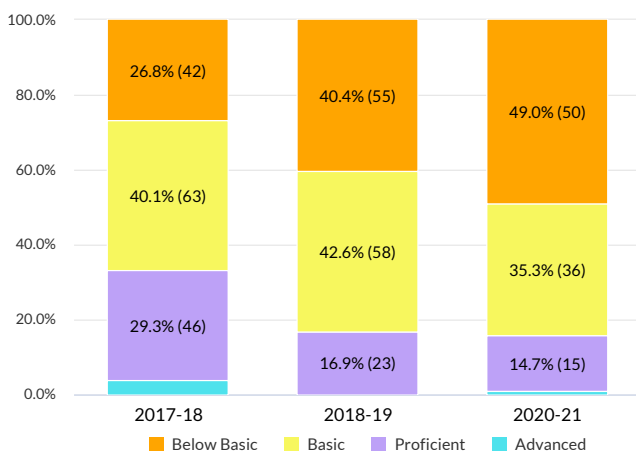
MATHEMATICS



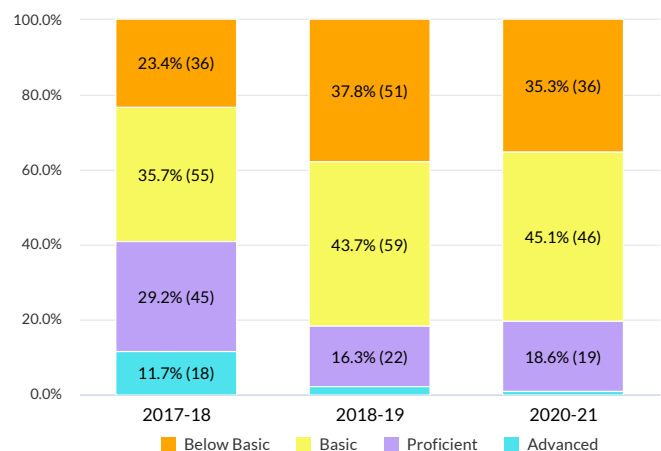
Performance Levels by Year

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, 2020-21

ENGLISH LANGUAGE ARTS

All students: 93.9%
Lowest-participating group: Students with Disabilities: 85.7%

MATHEMATICS

All students: 93.9%
Lowest-participating group: Students with Disabilities: 85.7%

Student Group Performance Levels by Year

Groups with any full academic year students in tested grades are shown.

ENGLISH LANGUAGE ARTS

	2017-18					2018-19					2020-21				
	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	192,784	7.3%	35.1%	34.5%	23.2%	189,032	6.7%	33.7%	34.8%	24.8%	158,545	5.8%	31.3%	35.0%	27.9%
All Students	157	3.8%	29.3%	40.1%	26.8%	136	0.0%	16.9%	42.6%	40.4%	102	1.0%	14.7%	35.3%	49.0%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	21	0.0%	14.3%	47.6%	38.1%	26	0.0%	0.0%	34.6%	65.4%	26	0.0%	3.8%	23.1%	73.1%
Hispanic or Latino	41	0.0%	29.3%	43.9%	26.8%	29	0.0%	17.2%	34.5%	48.3%	22	0.0%	13.6%	40.9%	45.5%
White	78	7.7%	32.1%	33.3%	26.9%	63	0.0%	23.8%	50.8%	25.4%	37	2.7%	21.6%	43.2%	32.4%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	126	3.2%	25.4%	39.7%	31.7%	103	0.0%	14.6%	41.7%	43.7%	81	1.2%	14.8%	30.9%	53.1%
English Learners	35	0.0%	22.9%	48.6%	28.6%	25	0.0%	12.0%	32.0%	56.0%	21	0.0%	9.5%	47.6%	42.9%
Students with Disabilities	37	2.7%	5.4%	29.7%	62.2%	31	0.0%	0.0%	32.3%	67.7%	< 20	*	*	*	*

MATHEMATICS

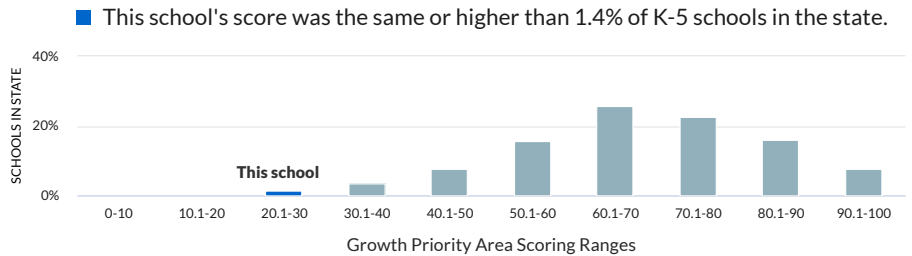
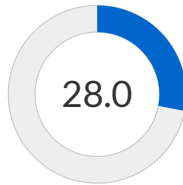
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-5 State	193,134	11.3%	35.2%	32.5%	21.0%	189,328	12.0%	34.8%	32.0%	21.2%	158,380	10.1%	32.3%	32.1%	25.6%
All Students	154	11.7%	29.2%	35.7%	23.4%	135	2.2%	16.3%	43.7%	37.8%	102	1.0%	18.6%	45.1%	35.3%
Asian	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Black or African American	< 20	*	*	*	*	25	0.0%	4.0%	16.0%	80.0%	26	0.0%	3.8%	34.6%	61.5%
Hispanic or Latino	41	7.3%	24.4%	36.6%	31.7%	29	0.0%	24.1%	44.8%	31.0%	22	0.0%	18.2%	59.1%	22.7%
White	78	17.9%	29.5%	37.2%	15.4%	63	4.8%	17.5%	50.8%	27.0%	37	2.7%	35.1%	37.8%	24.3%
Two or More Races	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	123	8.1%	26.0%	37.4%	28.5%	102	0.0%	18.6%	38.2%	43.1%	81	1.2%	16.0%	44.4%	38.3%
English Learners	35	5.7%	20.0%	48.6%	25.7%	25	0.0%	16.0%	56.0%	28.0%	21	0.0%	19.0%	57.1%	23.8%
Students with Disabilities	36	2.8%	5.6%	44.4%	47.2%	31	0.0%	3.2%	25.8%	71.0%	< 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: 12.8

Mathematics Score: 43.2

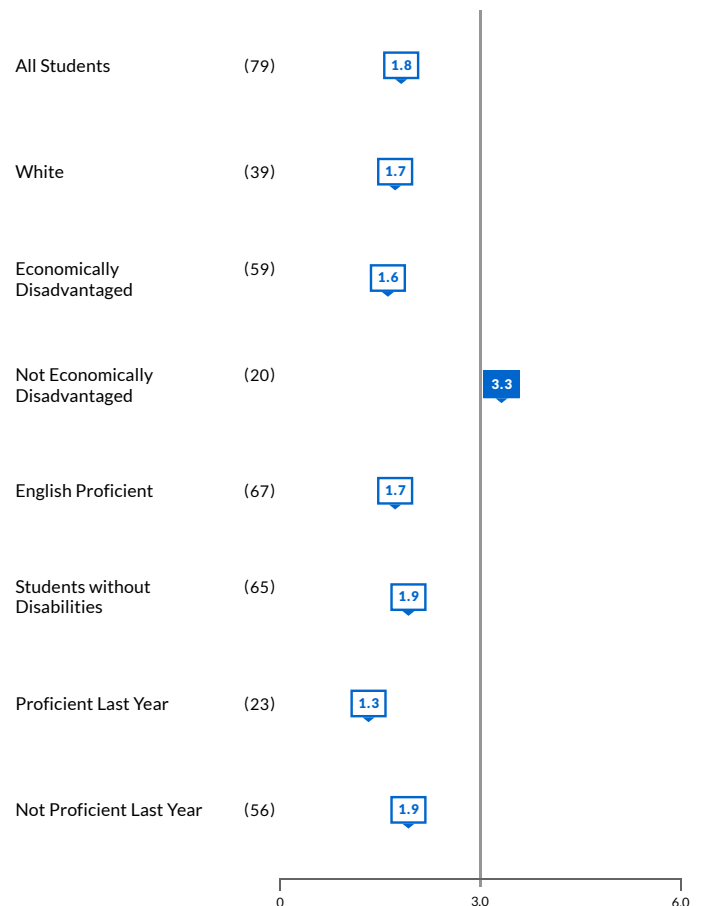
Student Group Value-Added (for information only)

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 are not 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.



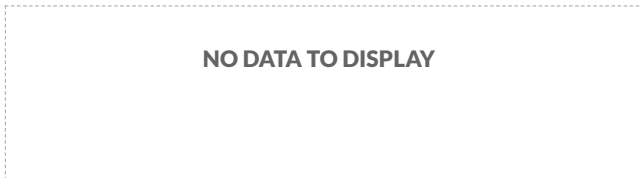
Component Scores

ACHIEVEMENT

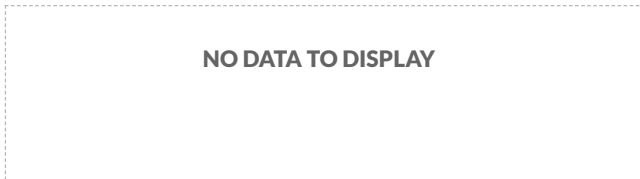
Score: NA

Average points-based proficiency rates.

English Language Arts



Mathematics

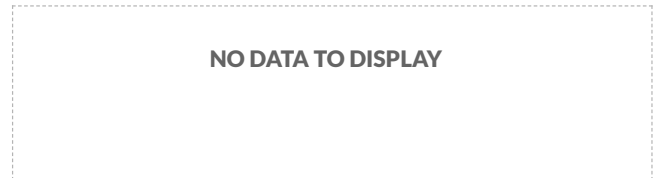


GROWTH

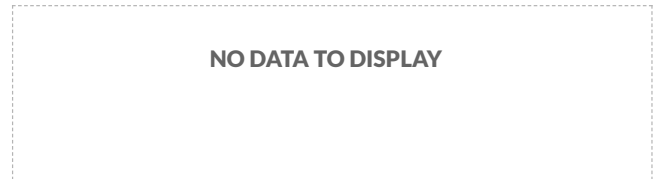
Score: NA

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

English Language Arts



Mathematics



CHRONIC ABSENTEEISM

Score: NA

Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



ATTENDANCE

Score: NA

This score is the overall attendance rate for the Target Group in 2019-20.

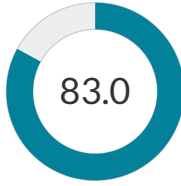




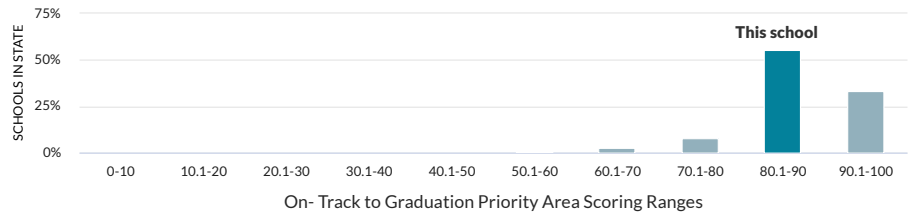
ON-TRACK TO GRADUATION

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 school's score was the same or higher than 17.8% of K-5 schools in the state.

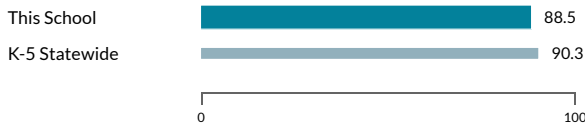


Component Scores

CHRONIC ABSENTEEISM

Score: 88.5

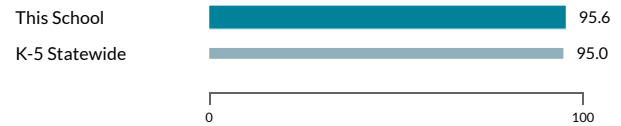
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 95.6

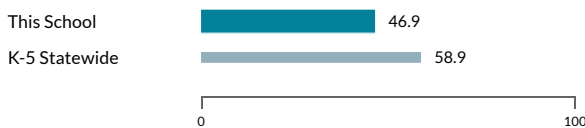
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 46.9

Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: NA

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

	2017-18		2018-19		2019-20	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	374,858	9.2%	371,583	9.6%	365,626	10.2%
All Students	320	13.8%	270	14.4%	272	7.4%
Asian	22	4.5%	< 20	*	< 20	*
Black or African American	46	28.3%	48	27.1%	57	19.3%
Hispanic or Latino	76	10.5%	64	3.1%	61	1.6%
Native Hawaiian or Pacific Islander	0	NA	0	NA	< 20	*
White	158	12.0%	115	18.3%	113	6.2%
Two or More Races	< 20	*	25	12.0%	20	5.0%
Economically Disadvantaged	253	15.4%	210	18.1%	221	8.6%
English Learners	62	6.5%	56	3.6%	51	0.0%
Students with Disabilities	63	25.4%	49	24.5%	42	9.5%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2019-20. 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

