

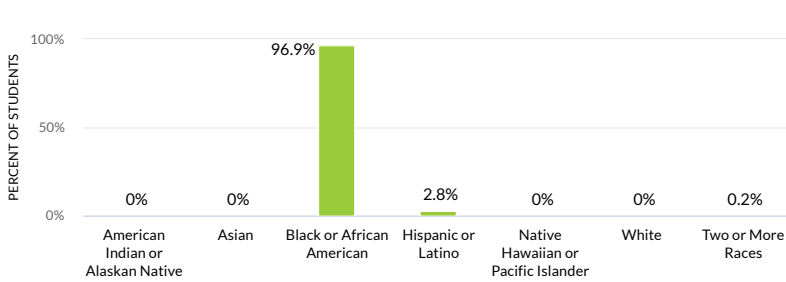


OVERVIEW

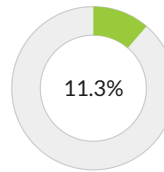
School Details

Grades : K4-11
Enrollment : 424
Percent open enrollment : 0%

Student Groups



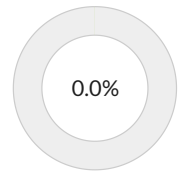
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED

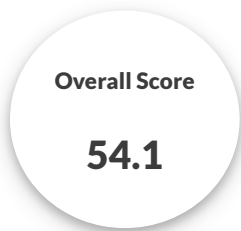


ENGLISH LEARNERS



Score Summary

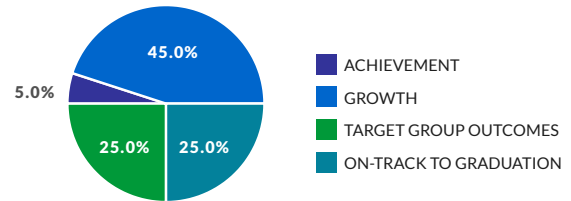
! Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see <https://dpi.wi.gov/accountability/resources>.



Meets Few Expectations

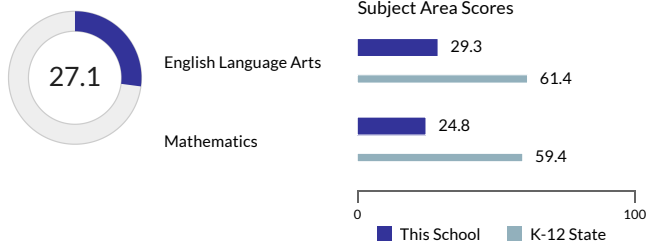


PRIORITY AREA WEIGHTS

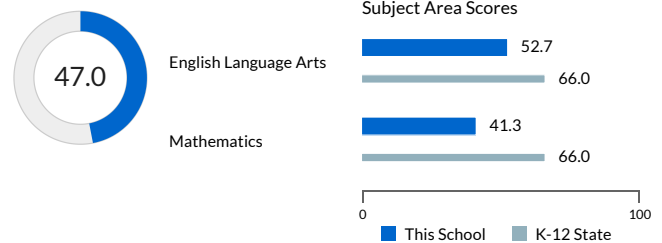


Priority Area Scores

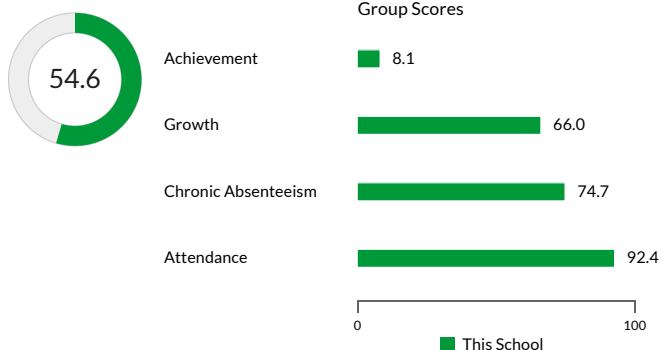
ACHIEVEMENT



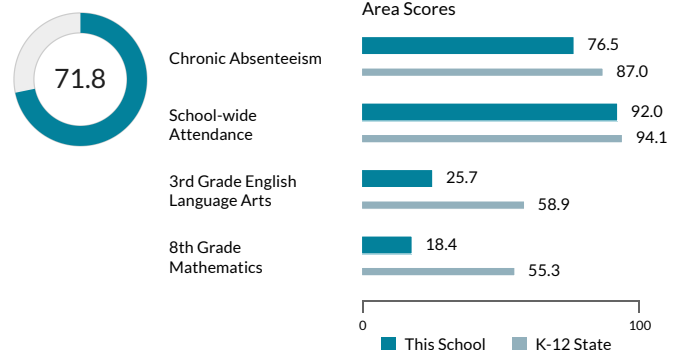
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

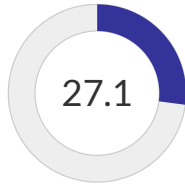




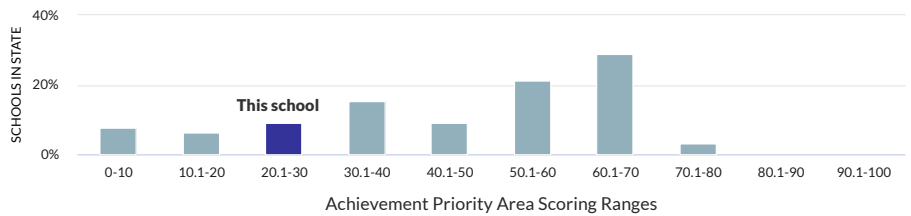
ACHIEVEMENT

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



■ This school's score was the same or higher than 22.7% of K-12 schools in the state.



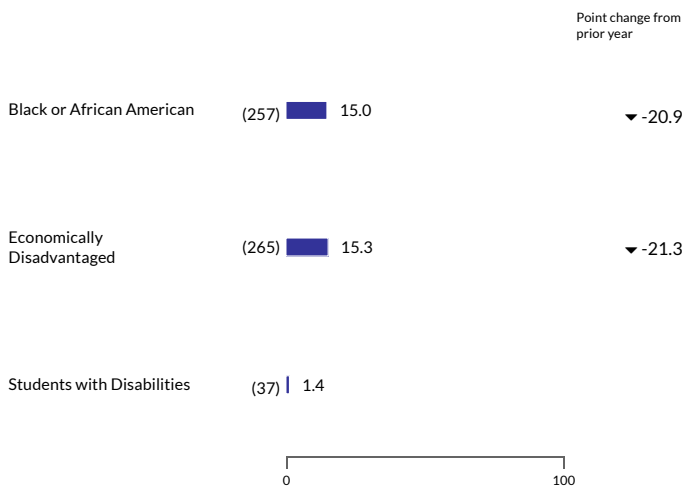
English Language Arts Score: 29.3

Mathematics Score: 24.8

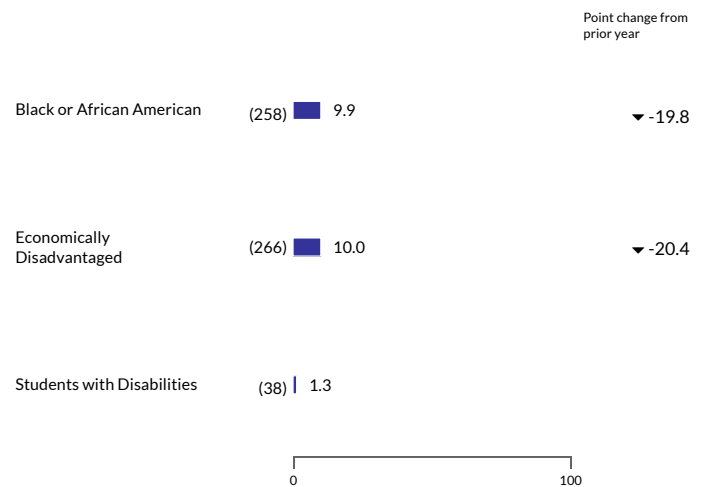
Student Group Achievement, 2020-21 (for information only)

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

ENGLISH LANGUAGE ARTS



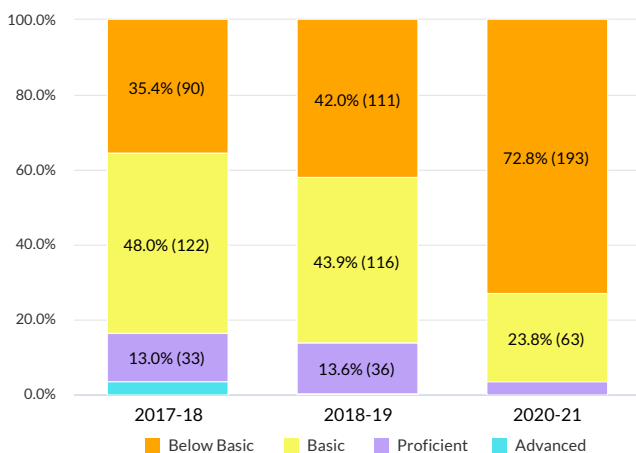
MATHEMATICS



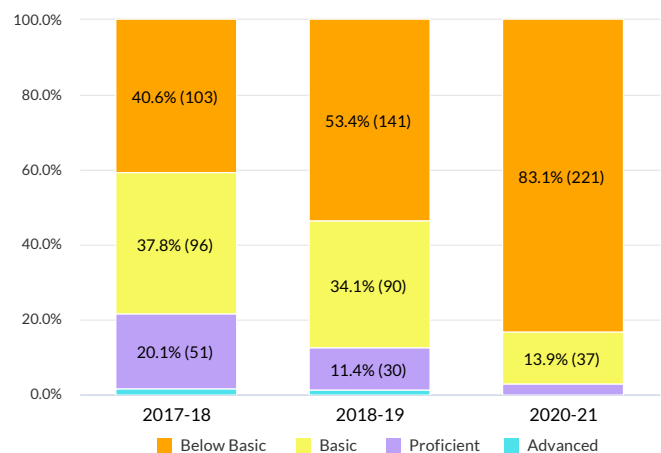
Performance Levels by Year

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: 90.3%
Lowest-participating group: Black or African American: 90.0%

MATHEMATICS

All students: 90.6%
Lowest-participating group: Black or African American: 90.3%

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-12 State	573,785	8.6%	33.7%	34.0%	23.7%	572,416	8.0%	32.7%	34.1%	25.3%	493,160	6.9%	31.5%	35.2%	26.5%
All Students	254	3.5%	13.0%	48.0%	35.4%	264	0.4%	13.6%	43.9%	42.0%	265	0.0%	3.4%	23.8%	72.8%
Black or African American	253	3.2%	13.0%	48.2%	35.6%	259	0.4%	13.5%	43.6%	42.5%	257	0.0%	3.1%	23.7%	73.2%
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Two or More Races	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	245	3.7%	12.7%	48.2%	35.5%	258	0.4%	14.0%	44.2%	41.5%	265	0.0%	3.4%	23.8%	72.8%
English Learners	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	37	0.0%	0.0%	2.7%	97.3%

MATHEMATICS

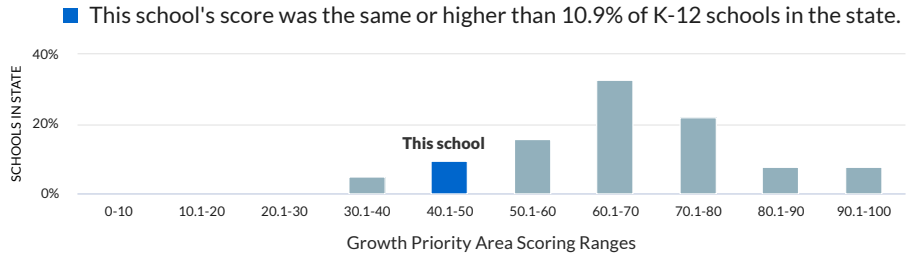
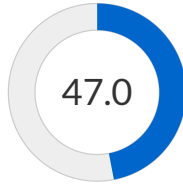
	2017-18					2018-19					2020-21				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic
All Students: K-12 State	574,706	9.2%	32.6%	31.2%	27.0%	573,211	9.4%	31.6%	30.8%	28.2%	493,047	7.0%	29.4%	31.6%	32.0%
All Students	254	1.6%	20.1%	37.8%	40.6%	264	1.1%	11.4%	34.1%	53.4%	266	0.0%	3.0%	13.9%	83.1%
Black or African American	253	1.6%	19.8%	37.9%	40.7%	259	0.8%	11.6%	34.0%	53.7%	258	0.0%	3.1%	13.6%	83.3%
Hispanic or Latino	< 20	*	*	*	*	< 20	*	*	*	*	< 20	*	*	*	*
Two or More Races	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Economically Disadvantaged	245	1.6%	20.4%	38.0%	40.0%	258	1.2%	11.6%	34.1%	53.1%	266	0.0%	3.0%	13.9%	83.1%
English Learners	0	NA	NA	NA	NA	< 20	*	*	*	*	< 20	*	*	*	*
Students with Disabilities	< 20	*	*	*	*	< 20	*	*	*	*	38	0.0%	0.0%	2.6%	97.4%



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



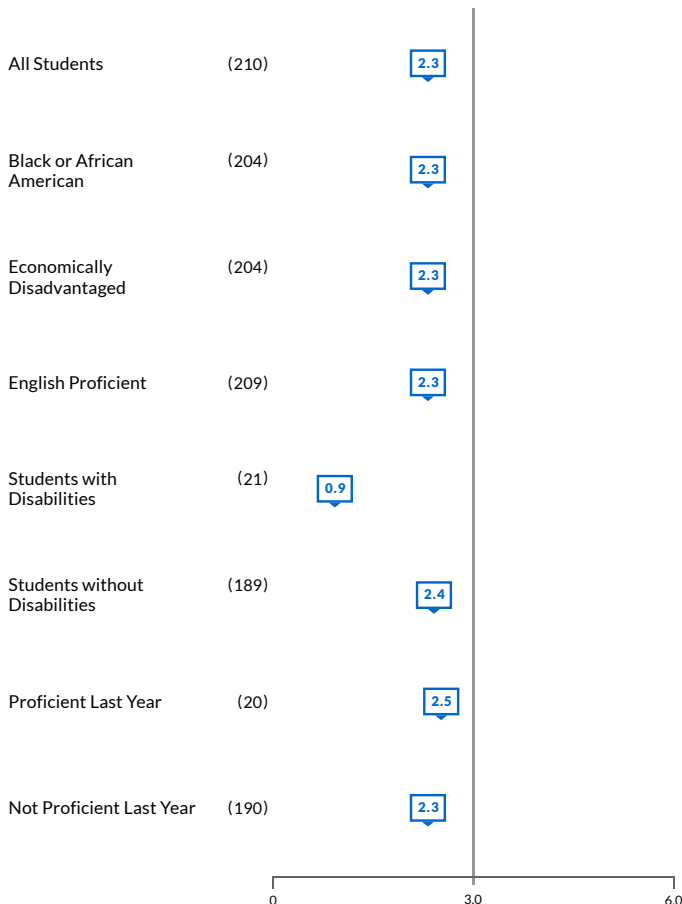
English Language Arts Score: 52.7

Mathematics Score: 41.3

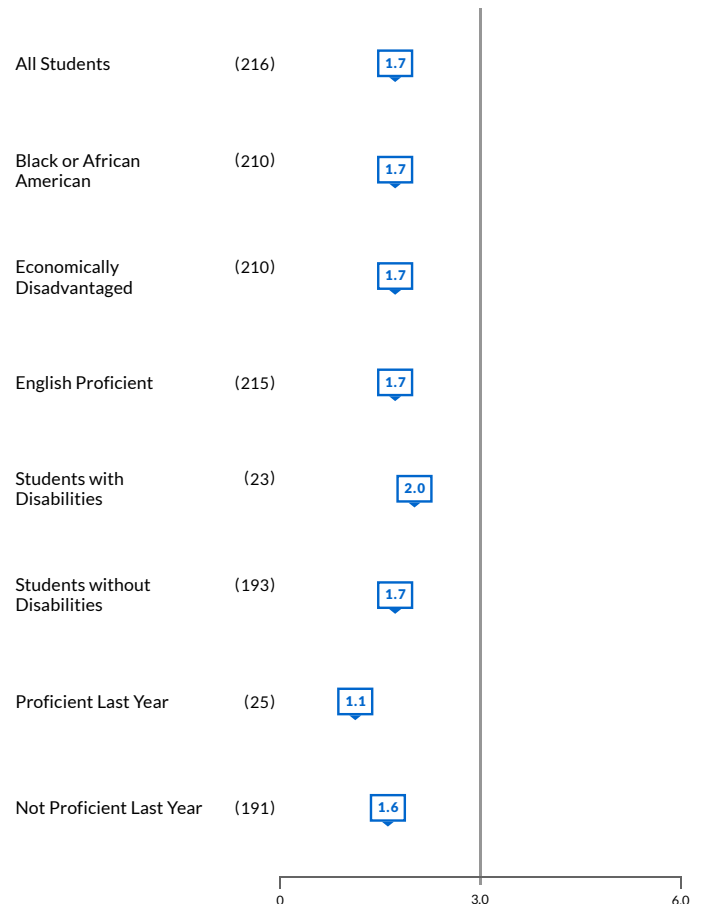
Student Group Value-Added (for information only)

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 are not displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS

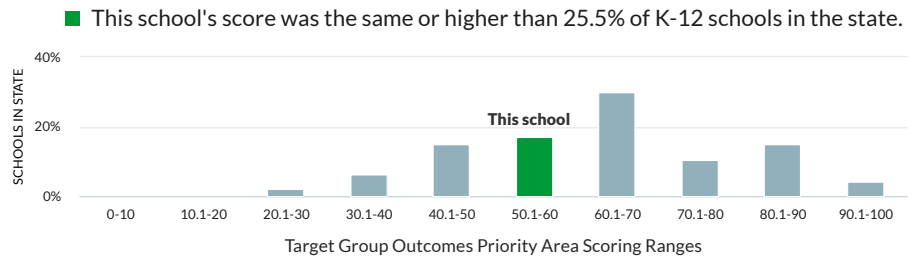
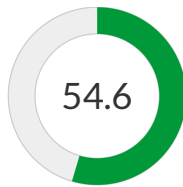




TARGET GROUP OUTCOMES

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



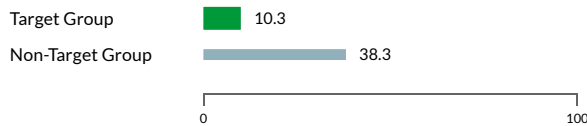
Component Scores

ACHIEVEMENT

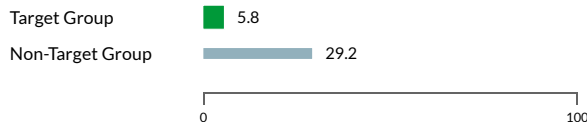
Score: 8.1

Average points-based proficiency rates.

English Language Arts



Mathematics

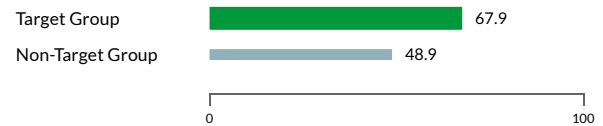


GROWTH

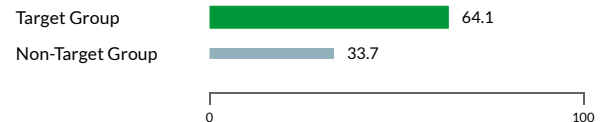
Score: 66.0

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

English Language Arts



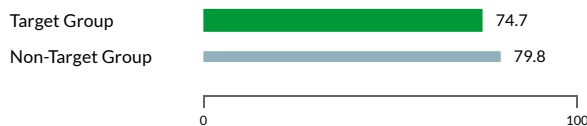
Mathematics



CHRONIC ABSENTEEISM

Score: 74.7

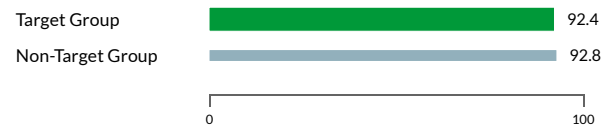
Score is 1 minus actual chronic absenteeism rate – the percentage of students who missed more than 10% of school days – so a higher score is better.



ATTENDANCE

Score: 92.4

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

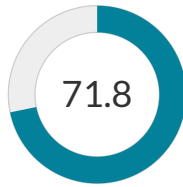




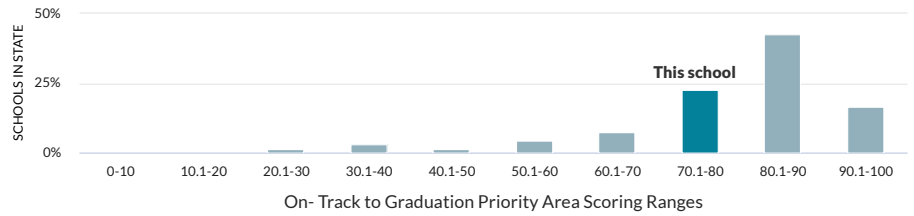
ON-TRACK TO GRADUATION

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 22.7% of K-12 schools in the state.

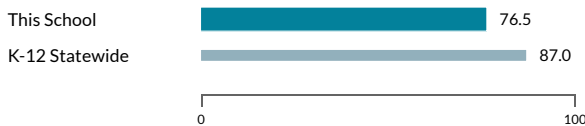


Component Scores

CHRONIC ABSENTEEISM

Score: 76.5

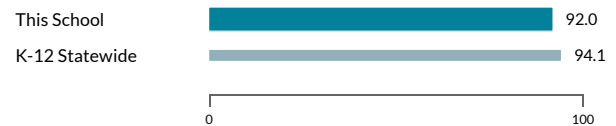
Score is 1 minus actual chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 92.0

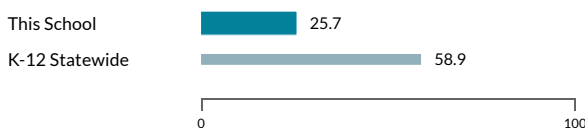
This score is the overall attendance rate for the school in 2019-20.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 25.7

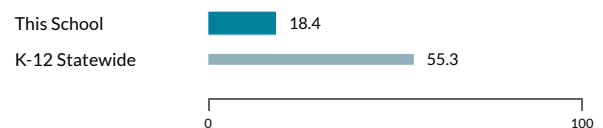
Average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 18.4

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-12 State	833,321	12.8%	831,563	13.1%	826,692	13.1%
All Students	366	17.2%	387	23.3%	430	27.2%
Black or African American	361	17.5%	377	22.8%	415	26.7%
Hispanic or Latino	< 20	*	< 20	*	< 20	*
White	0	NA	< 20	*	0	NA
Two or More Races	< 20	*	< 20	*	< 20	*
Economically Disadvantaged	353	17.6%	375	24.0%	430	27.2%
English Learners	0	NA	< 20	*	< 20	*
Students with Disabilities	32	18.8%	26	30.8%	52	36.5%

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



POSTSECONDARY PREPARATION, 2019-20

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, and this is the first time these data are included on report cards. 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%	19.2%

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

DUAL ENROLLMENT

School	State
0.0%	17.8%

No students successfully completed a dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	1.4%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
0.0%	2.4%

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. All groups present in the school are shown. 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	3,044	*	7.7%	*	12.3%	*	0.5%	*	0.9%
Black or African American	46	24,232	0.0%	11.5%	0.0%	9.9%	0.0%	0.3%	0.0%	0.8%
Economically Disadvantaged	47	97,617	0.0%	11.0%	0.0%	13.7%	0.0%	0.8%	0.0%	1.7%
Students with Disabilities	<20	34,473	*	2.9%	*	10.2%	*	0.5%	*	1.4%



ARTS COURSE INFORMATION, 2019-20

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, and this is the first time these data are included on report cards. 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
0.0%	24.7%	0.0%	0.3%	0.0%	21.3%	0.0%	1.9%
No students successfully completed an art & design course.		No students successfully completed a dance course.		No students successfully completed a 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. All groups present in the school are shown. 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	3,044	*	27.9%	*	0.1%	*	17.3%	*	1.2%
Black or African American	46	24,232	0.0%	27.9%	0.0%	0.5%	0.0%	13.8%	0.0%	4.1%
Economically Disadvantaged	47	97,617	0.0%	26.9%	0.0%	0.3%	0.0%	17.4%	0.0%	2.3%
Students with Disabilities	<20	34,473	*	25.4%	*	0.3%	*	14.3%	*	1.9%

