



## OVERVIEW

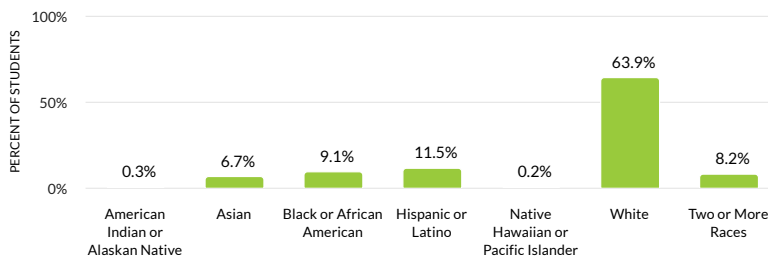
### School Details

Grades : 9-12  
Enrollment : 1,275  
Percent open enrollment : 5.1%

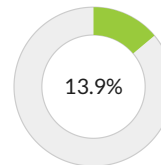
SPASD stands by our students, staff, and families. Our Instructional and Equity Frameworks ensure that all children are safe and loved in our schools every day. While state accountability measures are only one indicator of student outcomes, and with its own limitations, we strive to be recognized as a high-performing district of choice that reflects the cultures of our diverse community.

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

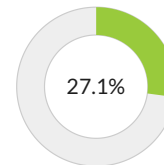
### Student Groups



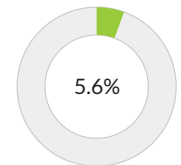
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



### Score Summary



Please use caution when interpreting scores and ratings. Multiple years of data are used throughout the report card, including updated 2023-24 assessments. For more information, see <https://dpi.wi.gov/accountability/resources>.

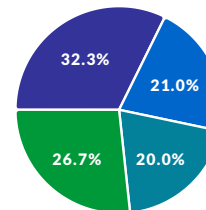
Overall Score

75.3

Exceeds Expectations



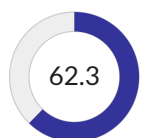
#### PRIORITY AREA WEIGHTS



ACHIEVEMENT  
GROWTH  
TARGET GROUP OUTCOMES  
ON-TRACK TO GRADUATION

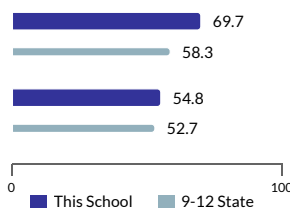
### Priority Area Scores

#### ACHIEVEMENT

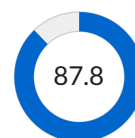


English Language Arts  
Mathematics

#### Subject Area Scores

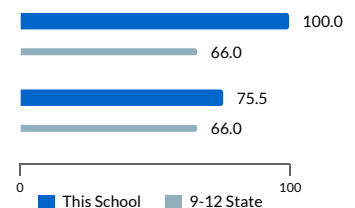


#### GROWTH

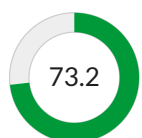


English Language Arts  
Mathematics

#### Subject Area Scores

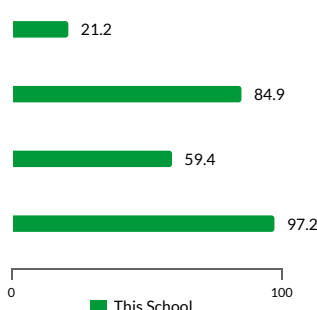


#### TARGET GROUP OUTCOMES

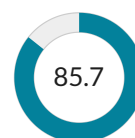


Achievement  
Growth  
Chronic Absenteeism  
Graduation

#### Group Scores

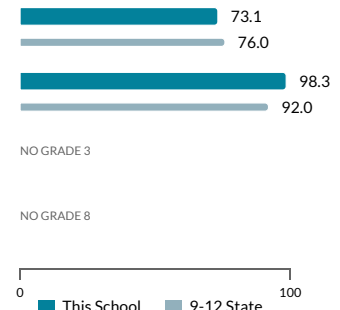


#### ON-TRACK TO GRADUATION



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

#### Area Scores

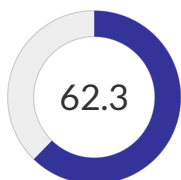




## ACHIEVEMENT

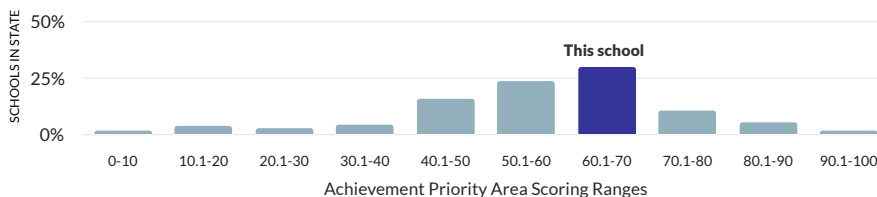
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

### Priority Area Score



English Language Arts Score: 69.7  
Mathematics Score: 54.8

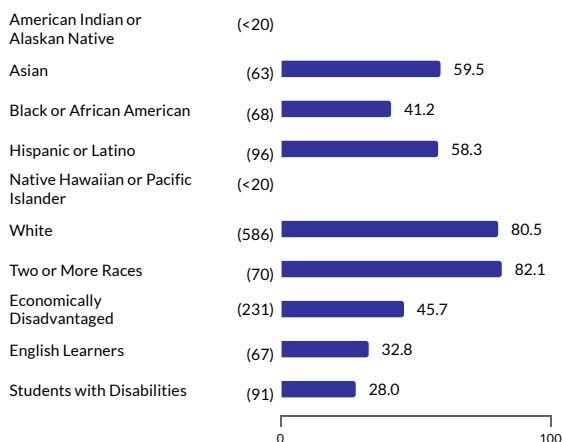
■ This school's score was the same or higher than 59.5% of 9-12 schools in the state.



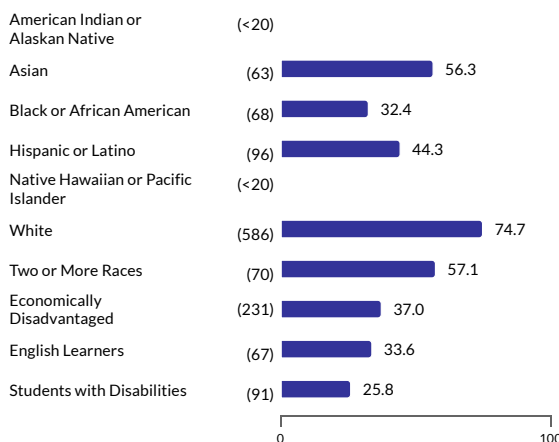
## Student Group Achievement, 2023-24 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed. Student group rates for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



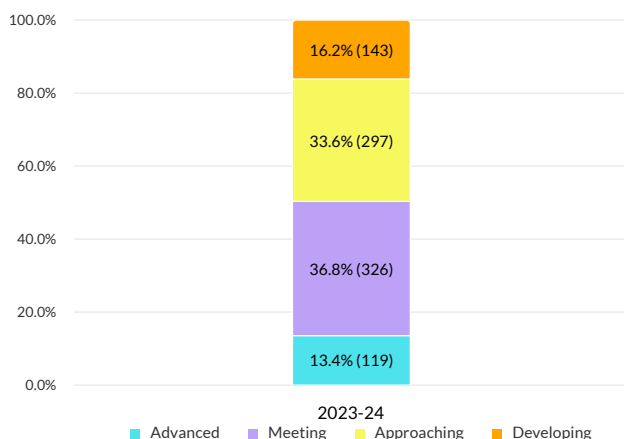
### MATHEMATICS



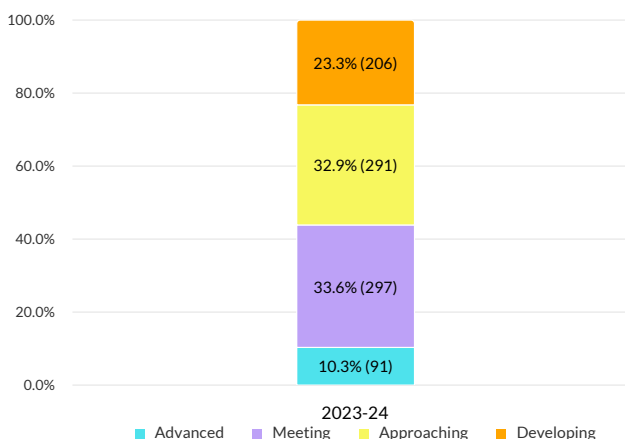
## Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level. Only one year of data is displayed, as assessments were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

### ENGLISH LANGUAGE ARTS



### MATHEMATICS





## ACHIEVEMENT - ADDITIONAL INFORMATION

The data on this page is for information only.

### Test Participation Rates, 2023-24

#### ENGLISH LANGUAGE ARTS

All students	Lowest-participating group: Students with Disabilities
93.3%	76.2%

#### MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
93.3%	76.2%

### Student Group Performance Levels by Year

Student group data is shown for full academic year students in tested grades. Note that assessments, including performance level names, were updated for 2023-24. Performance level percentages for 2023-24 cannot be compared to prior years.

#### ENGLISH LANGUAGE ARTS

	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,644	7.6%	31.2%	32.5%	28.8%	186,633	9.4%	32.9%	34.6%	23.2%	187,662	10.6%	36.3%	33.2%	19.9%
All Students	1,063	9.7%	41.8%	30.1%	18.4%	834	9.5%	34.2%	34.8%	21.6%	885	13.4%	36.8%	33.6%	16.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	108	12.0%	41.7%	31.5%	14.8%	58	6.9%	25.9%	50.0%	17.2%	63	7.9%	27.0%	41.3%	23.8%
Black or African American	88	1.1%	14.8%	33.0%	51.1%	67	0.0%	14.9%	40.3%	44.8%	68	2.9%	17.6%	38.2%	41.2%
Hispanic or Latino	105	7.6%	25.7%	34.3%	32.4%	87	5.7%	17.2%	31.0%	46.0%	96	8.3%	24.0%	43.8%	24.0%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	667	10.8%	49.2%	28.5%	11.5%	554	11.6%	39.9%	33.4%	15.2%	586	15.0%	42.5%	31.1%	11.4%
Two or More Races	87	9.2%	34.5%	32.2%	24.1%	66	9.1%	36.4%	31.8%	22.7%	70	22.9%	32.9%	30.0%	14.3%
Economically Disadvantaged	210	2.4%	20.5%	34.8%	42.4%	188	3.2%	12.2%	38.3%	46.3%	231	3.5%	20.3%	40.3%	35.9%
English Learners	76	2.6%	14.5%	38.2%	44.7%	69	0.0%	8.7%	46.4%	44.9%	67	0.0%	10.4%	44.8%	44.8%
Students with Disabilities	89	1.1%	11.2%	22.5%	65.2%	75	1.3%	5.3%	33.3%	60.0%	91	1.1%	7.7%	37.4%	53.8%

#### MATHEMATICS

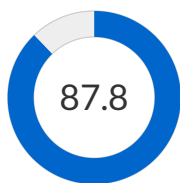
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 9-12 State	183,966	10.9%	23.1%	26.4%	39.6%	187,104	9.4%	24.4%	30.8%	35.4%	188,160	10.8%	36.1%	29.3%	23.8%
All Students	1,067	10.6%	26.7%	26.9%	35.8%	844	7.7%	24.9%	34.0%	33.4%	885	10.3%	33.6%	32.9%	23.3%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	108	16.7%	25.9%	29.6%	27.8%	58	12.1%	10.3%	32.8%	44.8%	63	11.1%	15.9%	47.6%	25.4%
Black or African American	93	2.2%	8.6%	14.0%	75.3%	69	0.0%	5.8%	30.4%	63.8%	68	2.9%	7.4%	41.2%	48.5%
Hispanic or Latino	104	8.7%	15.4%	20.2%	55.8%	88	5.7%	10.2%	29.5%	54.5%	96	2.1%	21.9%	38.5%	37.5%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	667	11.5%	32.4%	29.5%	26.5%	559	8.4%	31.7%	35.2%	24.7%	586	12.1%	41.5%	30.0%	16.4%
Two or More Races	88	6.8%	19.3%	25.0%	48.9%	68	8.8%	20.6%	35.3%	35.3%	70	11.4%	25.7%	28.6%	34.3%
Economically Disadvantaged	214	2.3%	8.9%	19.2%	69.6%	192	1.0%	7.8%	27.6%	63.5%	231	1.7%	16.5%	35.9%	45.9%
English Learners	76	3.9%	6.6%	14.5%	75.0%	70	1.4%	4.3%	25.7%	68.6%	67	1.5%	7.5%	47.8%	43.3%
Students with Disabilities	95	1.1%	4.2%	13.7%	81.1%	81	0.0%	2.5%	21.0%	76.5%	91	1.1%	9.9%	28.6%	60.4%



## GROWTH

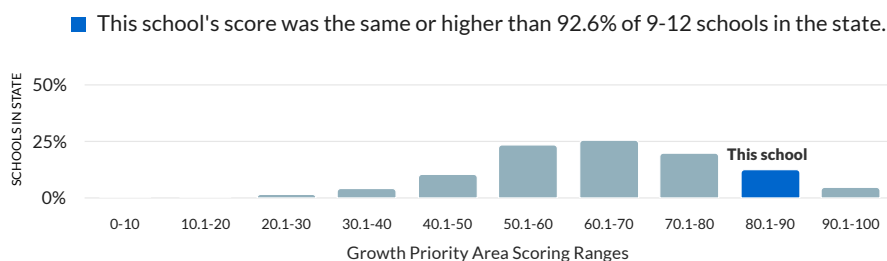
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 100.0

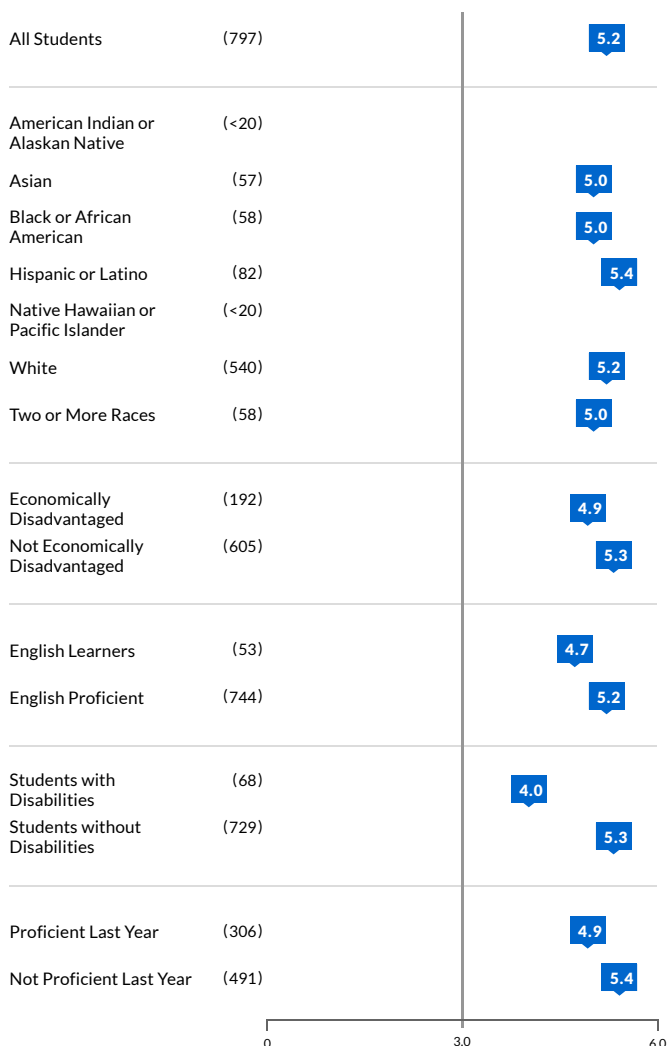
Mathematics Score: 75.5



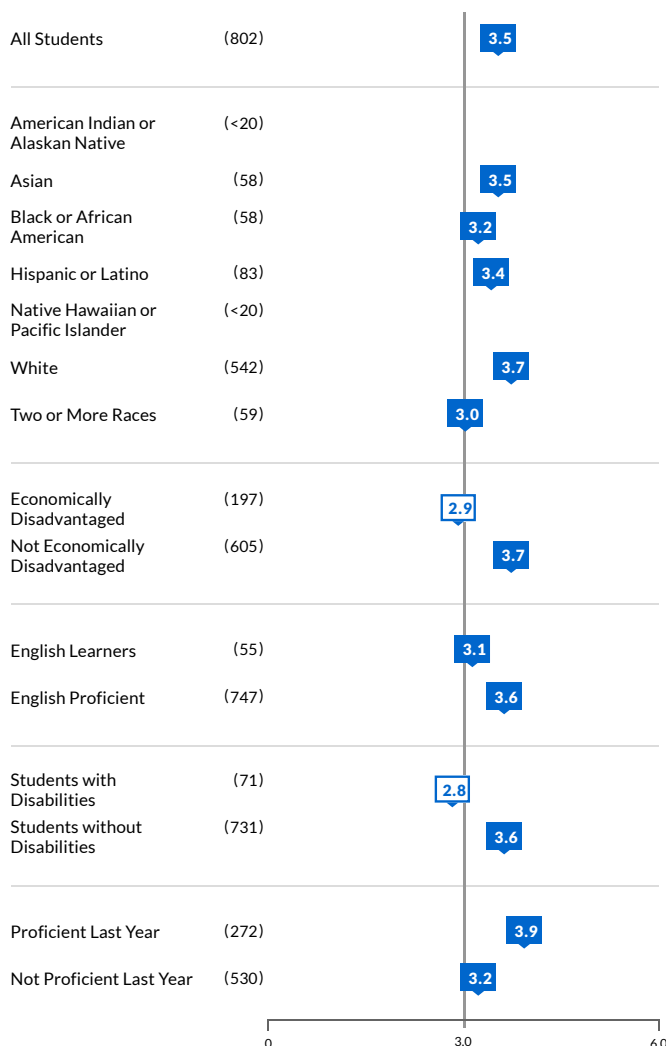
### Student Group Value-Added (for information only)

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





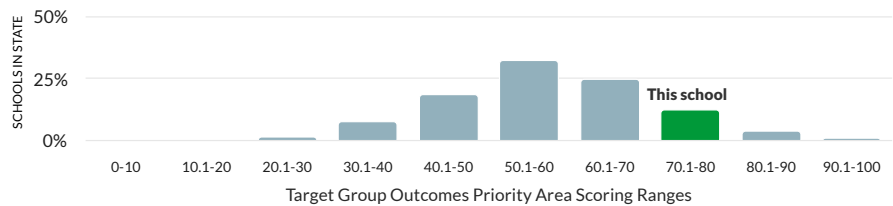
## TARGET GROUP OUTCOMES

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 88.9% of 9-12 schools in the state.



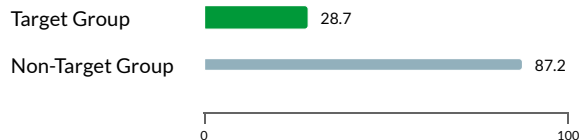
## Component Scores

### ACHIEVEMENT

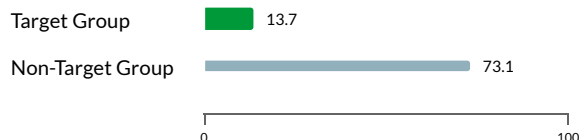
Score: 21.2

Average points-based proficiency rates.

#### English Language Arts



#### Mathematics

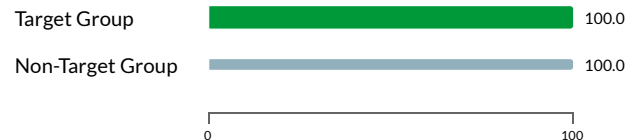


### GROWTH

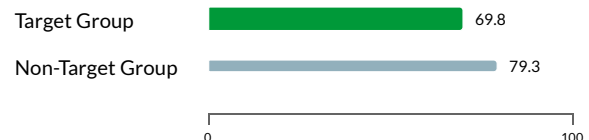
Score: 84.9

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

#### English Language Arts



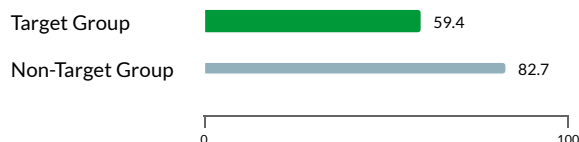
#### Mathematics



### CHRONIC ABSENTEEISM

Score: 59.4

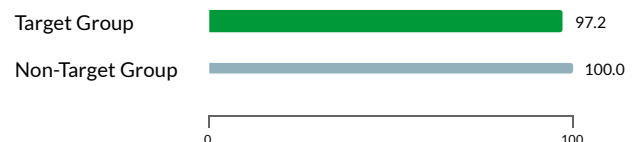
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 97.2

Average of 2022-23's 4- and 7-year cohort rates.

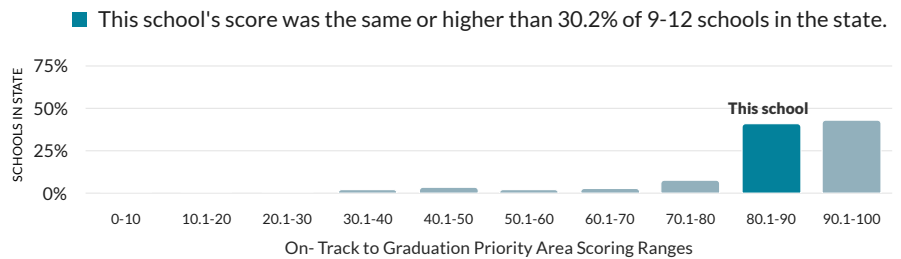
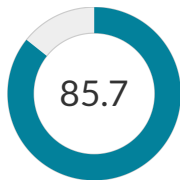




## ON-TRACK TO GRADUATION

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

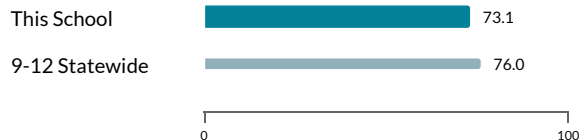


## Component Scores

### CHRONIC ABSENTEEISM

Score: 73.1

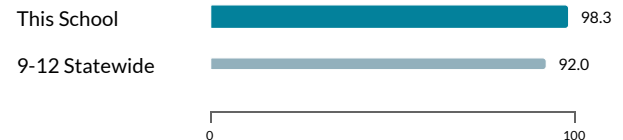
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



### GRADUATION

Score: 98.3

Average of 2022-23'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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: 9-12 State	264,314	19.6%	266,745	26.7%	266,662	24.8%
All Students	1,679	20.7%	1,642	31.1%	1,187	27.8%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	124	16.1%	141	13.5%	71	21.1%
Black or African American	162	54.3%	157	58.0%	104	52.9%
Hispanic or Latino	160	36.2%	164	47.6%	139	49.6%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	1,100	13.3%	1,042	25.2%	771	19.5%
Two or More Races	126	27.0%	128	43.0%	96	40.6%
Economically Disadvantaged	402	47.3%	372	57.5%	292	53.8%
English Learners	91	39.6%	116	35.3%	101	45.5%
Students with Disabilities	226	38.1%	204	51.0%	160	43.8%

### Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2022-23. 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	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	281	273	97.2%	534	528	98.9%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	42	42	100.0%
Black or African American	<20	*	*	48	45	93.8%
Hispanic or Latino	33	32	97.0%	48	46	95.8%
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	197	192	97.5%	358	357	99.7%
Two or More Races	<20	*	*	38	38	100.0%
Economically Disadvantaged	55	50	90.9%	133	128	96.2%
English Learners	<20	*	*	30	29	96.7%
Students with Disabilities	32	24	75.0%	60	58	96.7%



## POSTSECONDARY PREPARATION, 2022-23

Section 115.385 (1)(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

717 (60.4%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

#### ADVANCED COURSES

School	State
30.7%	21.1%

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

#### DUAL ENROLLMENT

School	State
26.0%	25.7%

309 students successfully completed at least one dual enrollment course.

#### INDUSTRY-RECOGNIZED CREDENTIALS

School	State
4.9%	4.7%

58 students earned at least one industry-recognized credential.

#### WORK-BASED LEARNING

School	State
24.7%	8.5%

293 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
All Students	1,187	266,777	30.7%	21.1%	26.0%	25.7%	4.9%	4.7%	24.7%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	71	10,367	33.8%	33.4%	23.9%	26.6%	1.4%	3.7%	16.9%	5.6%
Black or African American	104	24,969	19.2%	13.7%	20.2%	8.7%	2.9%	1.3%	10.6%	2.7%
Hispanic or Latino	139	37,682	23.0%	17.6%	25.9%	18.9%	4.3%	3.4%	18.7%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	771	179,306	33.7%	22.5%	28.1%	29.9%	6.1%	5.7%	29.1%	10.4%
Two or More Races	96	11,456	29.2%	18.9%	18.8%	21.0%	1.0%	3.4%	20.8%	5.8%
Economically Disadvantaged	292	104,283	16.8%	12.3%	20.5%	18.5%	0.7%	3.0%	17.1%	6.1%
English Learners	101	19,116	15.8%	13.9%	21.8%	17.0%	2.0%	2.5%	12.9%	3.6%
Students with Disabilities	160	33,777	2.5%	4.4%	16.9%	15.0%	1.9%	2.3%	23.1%	6.5%



ARTS COURSE INFORMATION, 2022-23

Section 115.385 (1)(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

633 (53.3%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
39.3%	29.1%	0.0%	0.5%	22.4%	19.2%	1.6%	2.2%
466 students successfully completed at least one art & design course.		No students successfully completed a dance course.		266 students successfully completed at least one music course.		19 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
All Students	1,187	266,777	39.3%	29.1%	0.0%	0.5%	22.4%	19.2%	1.6%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	71	10,367	43.7%	30.3%	0.0%	0.4%	19.7%	19.9%	0.0%	1.6%
Black or African American	104	24,969	34.6%	28.5%	0.0%	0.7%	13.5%	11.7%	0.0%	2.8%
Hispanic or Latino	139	37,682	38.8%	29.1%	0.0%	0.3%	15.8%	13.3%	0.7%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	771	179,306	39.7%	29.1%	0.0%	0.5%	26.8%	21.7%	2.2%	2.2%
Two or More Races	96	11,456	36.5%	28.8%	0.0%	0.5%	9.4%	17.8%	1.0%	2.6%
Economically Disadvantaged	292	104,283	36.3%	29.9%	0.0%	0.4%	11.3%	15.4%	1.4%	2.1%
English Learners	101	19,116	48.5%	30.9%	0.0%	0.4%	11.9%	11.8%	0.0%	1.6%
Students with Disabilities	160	33,777	36.9%	30.9%	0.0%	0.5%	15.0%	14.4%	2.5%	2.4%

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