



OVERVIEW

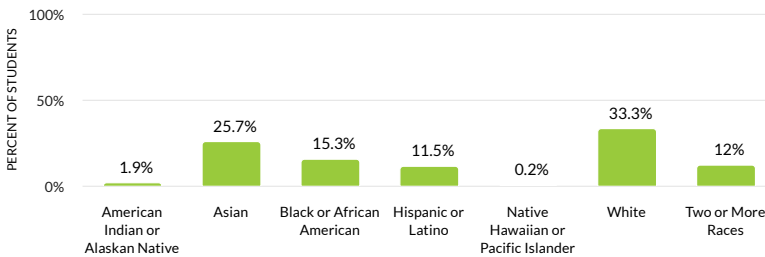
School Details

Grades : K4-5
Enrollment : 417
Percent open enrollment : 6.5%

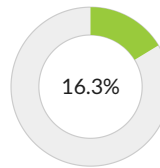
SPASD stands by our students, staff, and families. Our Instructional and Equity Frameworks ensure that all children are safe and loved in our schools every day. While state accountability measures are only one indicator of student outcomes, and with its own limitations, we strive to be recognized as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

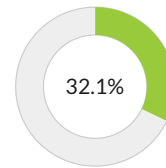
Student Groups



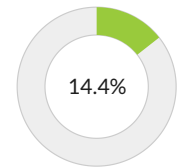
STUDENTS WITH DISABILITIES



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>.

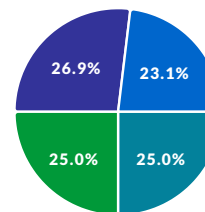
Overall Score

64.8

Meets Expectations



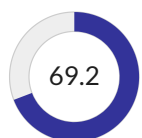
PRIORITY AREA WEIGHTS



ACHIEVEMENT
GROWTH
TARGET GROUP OUTCOMES
ON-TRACK TO GRADUATION

Priority Area Scores

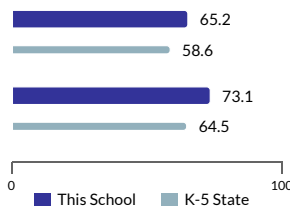
ACHIEVEMENT



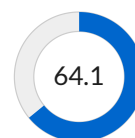
English Language Arts

Mathematics

Subject Area Scores



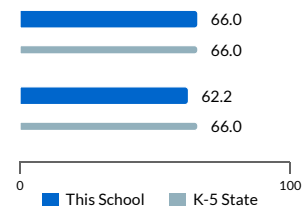
GROWTH



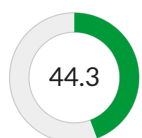
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



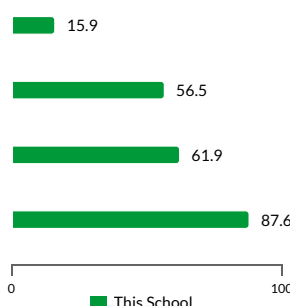
Achievement

Growth

Chronic Absenteeism

Attendance

Group Scores



ON-TRACK TO GRADUATION



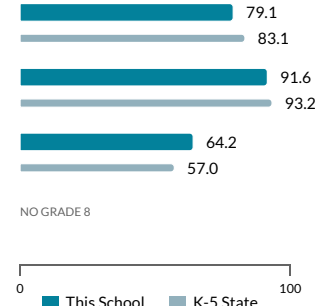
Chronic Absenteeism

School-wide Attendance

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

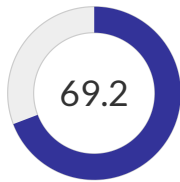




ACHIEVEMENT

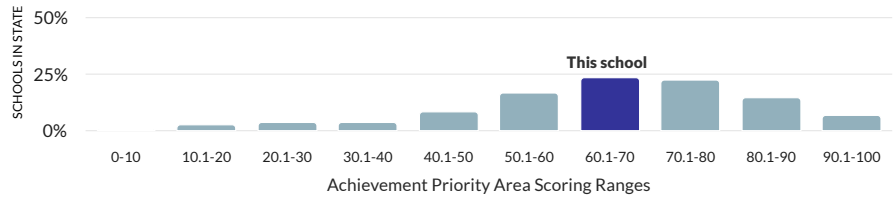
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 65.2
Mathematics Score: 73.1

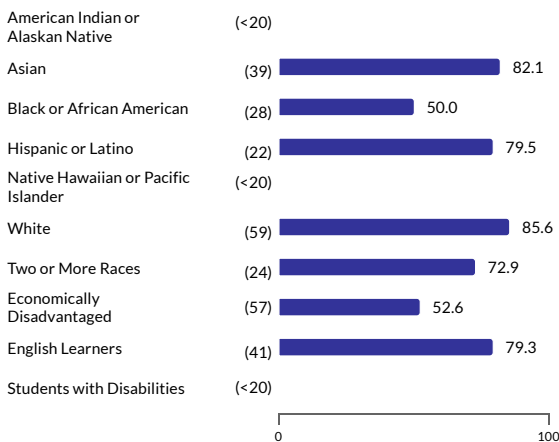
■ This school's score was the same or higher than 54.7% of K-5 schools in the state.



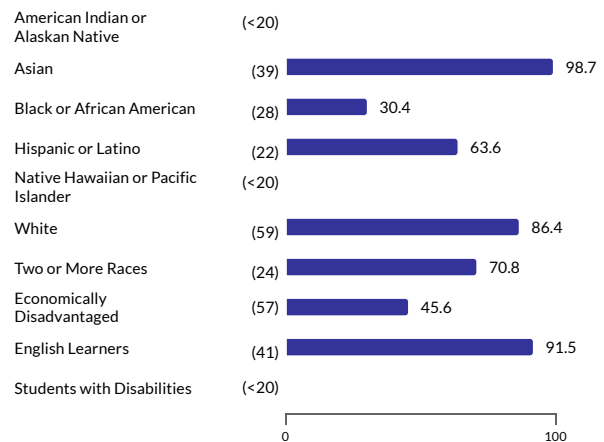
Student Group Achievement, 2023-24 (for information only)

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



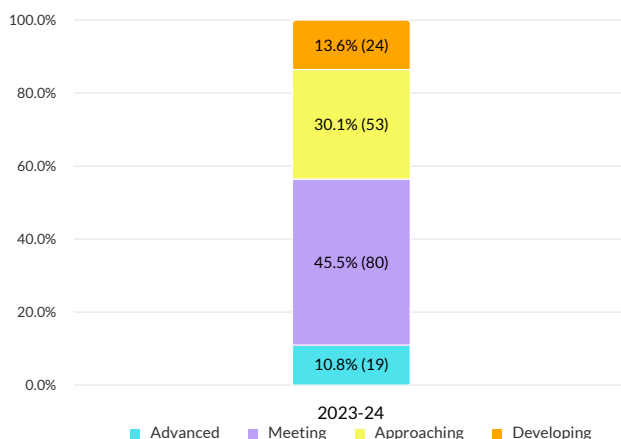
MATHEMATICS



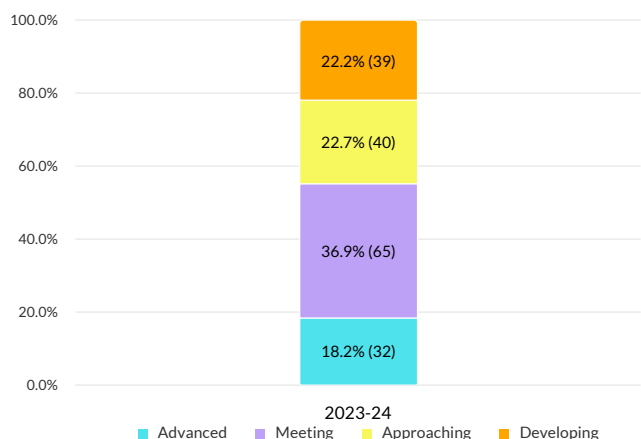
Performance Levels by Year

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
95.4%	76.9%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
95.4%	76.9%

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: K-5 State	174,497	6.4%	32.2%	33.5%	27.9%	175,276	7.5%	32.3%	34.0%	26.2%	175,142	11.6%	40.4%	30.2%	17.9%
All Students	151	6.0%	34.4%	36.4%	23.2%	178	8.4%	44.9%	24.2%	22.5%	176	10.8%	45.5%	30.1%	13.6%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	51	9.8%	51.0%	29.4%	9.8%	43	18.6%	48.8%	20.9%	11.6%	39	12.8%	48.7%	28.2%	10.3%
Black or African American	<20	*	*	*	*	27	3.7%	25.9%	22.2%	48.1%	28	3.6%	28.6%	32.1%	35.7%
Hispanic or Latino	<20	*	*	*	*	25	4.0%	44.0%	24.0%	28.0%	22	13.6%	45.5%	27.3%	13.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	7.1%	35.7%	40.5%	16.7%	50	8.0%	54.0%	26.0%	12.0%	59	13.6%	49.2%	32.2%	5.1%
Two or More Races	20	0.0%	30.0%	30.0%	40.0%	25	0.0%	36.0%	32.0%	32.0%	24	4.2%	50.0%	33.3%	12.5%
Economically Disadvantaged	41	0.0%	9.8%	36.6%	53.7%	53	1.9%	24.5%	32.1%	41.5%	57	0.0%	33.3%	38.6%	28.1%
English Learners	53	5.7%	45.3%	34.0%	15.1%	52	7.7%	53.8%	25.0%	13.5%	41	7.3%	56.1%	24.4%	12.2%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

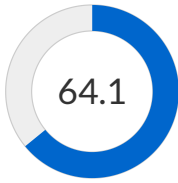
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	174,970	11.8%	33.2%	30.6%	24.4%	175,863	13.0%	33.5%	29.8%	23.7%	175,042	19.1%	35.1%	26.4%	19.4%
All Students	150	13.3%	32.7%	31.3%	22.7%	178	20.8%	33.1%	26.4%	19.7%	176	18.2%	36.9%	22.7%	22.2%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	51	31.4%	45.1%	15.7%	7.8%	42	47.6%	35.7%	11.9%	4.8%	39	28.2%	51.3%	10.3%	10.3%
Black or African American	<20	*	*	*	*	28	3.6%	17.9%	25.0%	53.6%	28	0.0%	17.9%	25.0%	57.1%
Hispanic or Latino	<20	*	*	*	*	25	12.0%	28.0%	36.0%	24.0%	22	9.1%	36.4%	27.3%	27.3%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	42	9.5%	33.3%	38.1%	19.0%	50	16.0%	46.0%	32.0%	6.0%	59	22.0%	39.0%	28.8%	10.2%
Two or More Races	20	0.0%	25.0%	40.0%	35.0%	25	8.0%	24.0%	40.0%	28.0%	24	16.7%	33.3%	25.0%	25.0%
Economically Disadvantaged	40	0.0%	7.5%	37.5%	55.0%	53	3.8%	20.8%	34.0%	41.5%	57	1.8%	31.6%	22.8%	43.9%
English Learners	53	20.8%	41.5%	22.6%	15.1%	52	28.8%	40.4%	21.2%	9.6%	41	22.0%	48.8%	19.5%	9.8%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



GROWTH

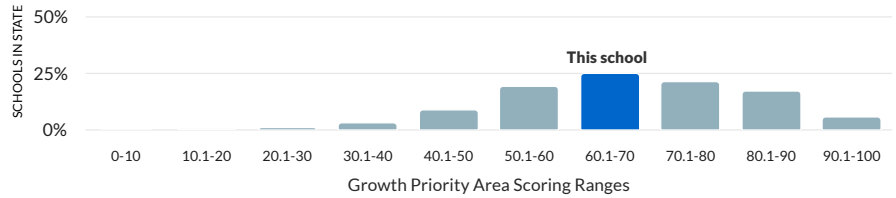
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 66.0
Mathematics Score: 62.2

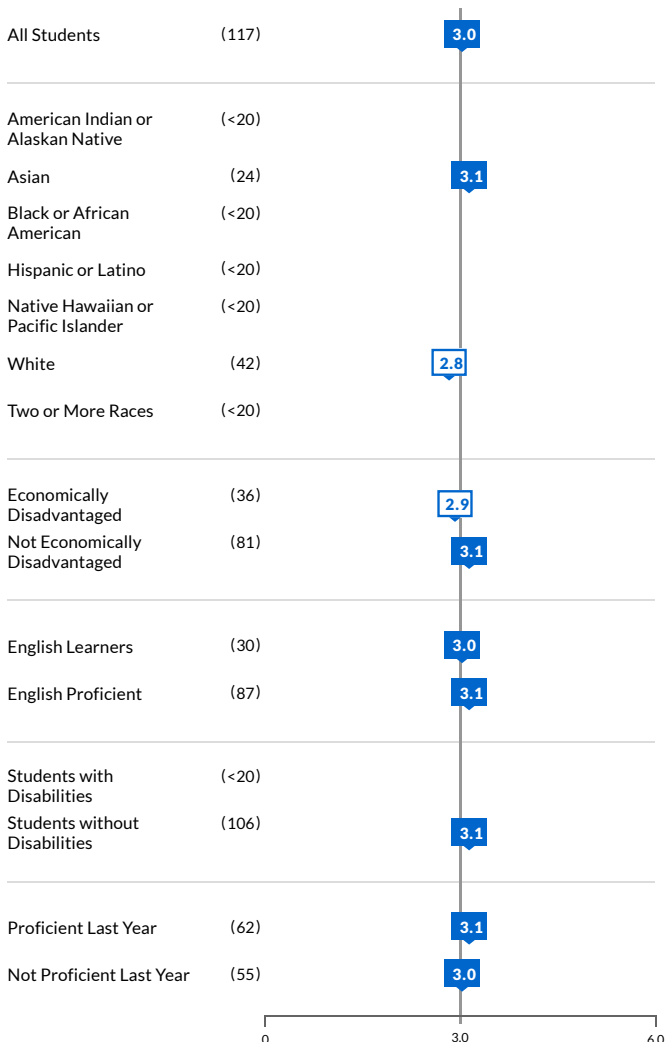
■ This school's score was the same or higher than 43.3% of K-5 schools in the state.



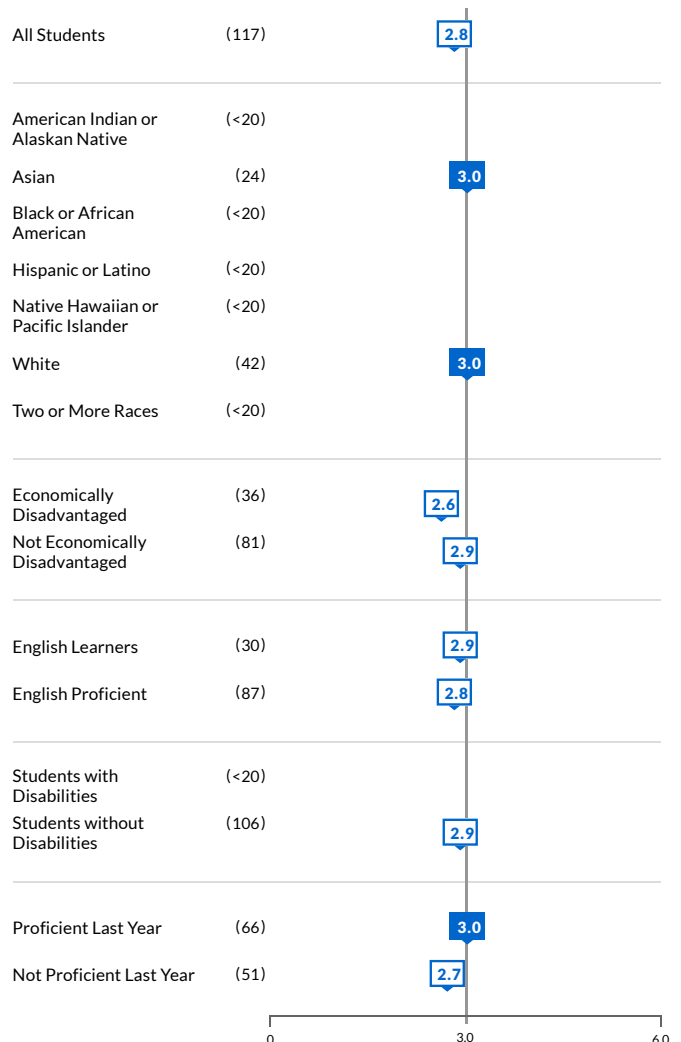
Student Group Value-Added (for information only)

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



MATHEMATICS

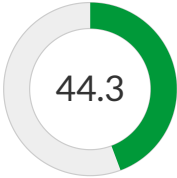




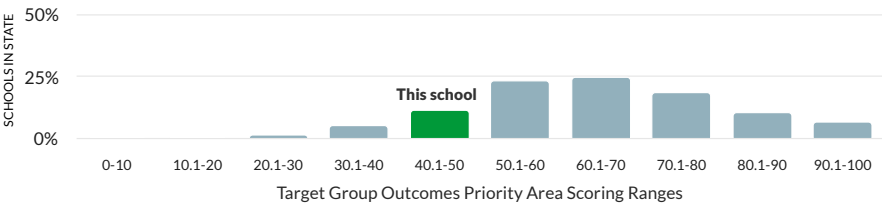
TARGET GROUP OUTCOMES

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 10.4% of K-5 schools in the state.



Component Scores

ACHIEVEMENT Score: 15.9

Average points-based proficiency rates.

English Language Arts

Target Group 15.6

Non-Target Group 87.1

Mathematics

Target Group 16.1

Non-Target Group 90.9

GROWTH Score: 56.5

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

English Language Arts

Target Group 64.1

Non-Target Group 67.9

Mathematics

Target Group 48.9

Non-Target Group 67.9

CHRONIC ABSENTEEISM Score: 61.9

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.

Target Group 61.9

Non-Target Group 76.0

ATTENDANCE Score: 87.6

This score is the overall attendance rate for the target group in 2022-23.

Target Group 87.6

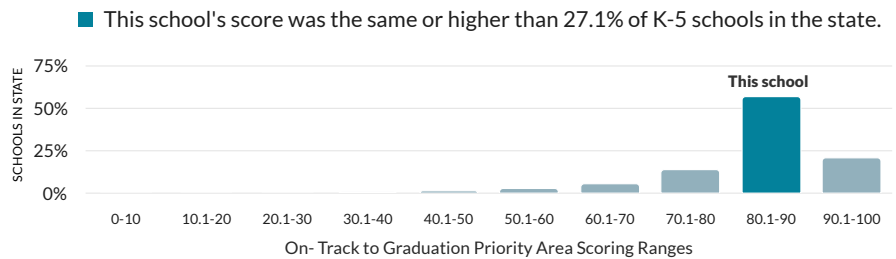
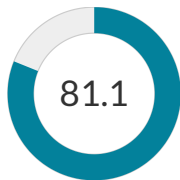
Non-Target Group 92.3



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

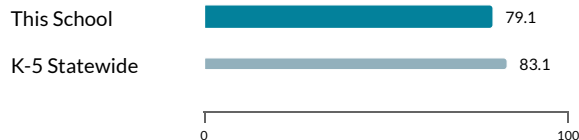


Component Scores

CHRONIC ABSENTEEISM

Score: 79.1

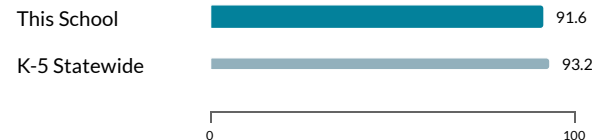
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 91.6

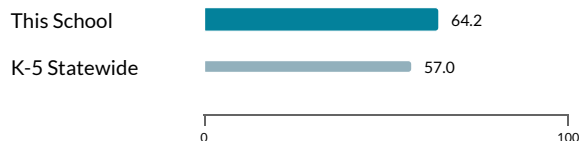
This score is the overall attendance rate for the school in 2022-23.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 64.2

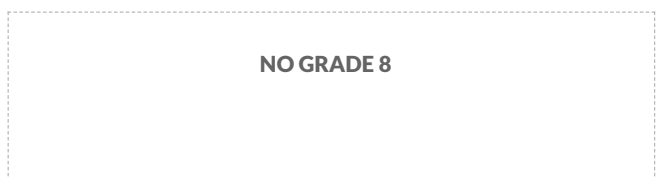
Multi-year average points-based proficiency rates.



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

	2020-21		2021-22		2022-23	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	352,882	13.5%	354,804	20.1%	355,515	16.3%
All Students	330	6.4%	363	24.5%	360	26.7%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	121	2.5%	121	28.9%	100	39.0%
Black or African American	40	27.5%	49	42.9%	52	42.3%
Hispanic or Latino	29	17.2%	36	33.3%	48	27.1%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	102	2.0%	110	10.0%	108	7.4%
Two or More Races	30	0.0%	39	17.9%	44	25.0%
Economically Disadvantaged	74	21.6%	99	37.4%	109	39.4%
English Learners	114	2.6%	114	23.7%	96	30.2%
Students with Disabilities	34	26.5%	44	34.1%	44	43.2%

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.

This school does not have a 12th grade

