



OVERVIEW

School Details

Grades : 6-12

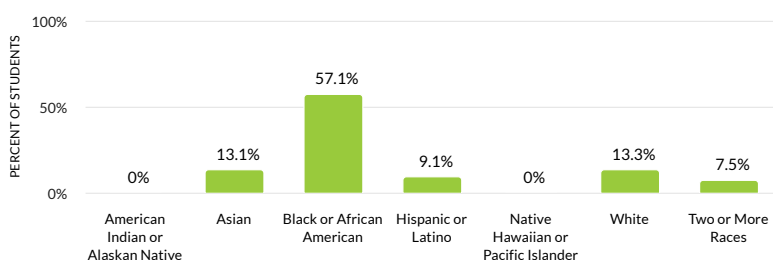
Enrollment : 925

Percent open enrollment : 5.2%

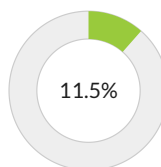
The Brown Deer School District is a 4K-12 public school district. The elementary school serves grades 4K-5 and middle/high school grades 6-12. We emphasize Career & Technical Education, PBIS, Character Education and Equity for all students, families and staff. We promote culturally responsive practices meeting the needs of our diverse student population to enhance and enrich our world.

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

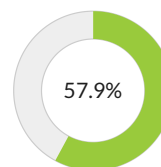
Student Groups



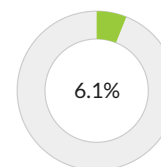
STUDENTS WITH DISABILITIES



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>.

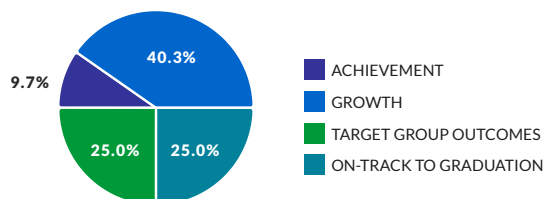
Overall Score

65.5

Meets Expectations

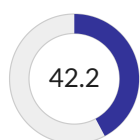


PRIORITY AREA WEIGHTS



Priority Area Scores

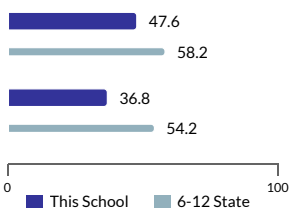
ACHIEVEMENT



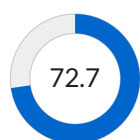
English Language Arts

Mathematics

Subject Area Scores



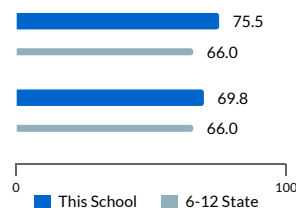
GROWTH



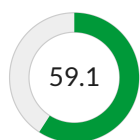
English Language Arts

Mathematics

Subject Area Scores



TARGET GROUP OUTCOMES



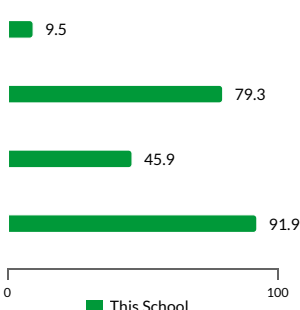
Achievement

Growth

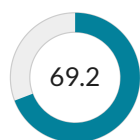
Chronic Absenteeism

Graduation

Group Scores



ON-TRACK TO GRADUATION



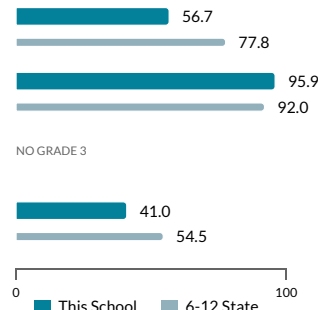
Chronic Absenteeism

Graduation

3rd Grade English Language Arts

8th Grade Mathematics

Area Scores

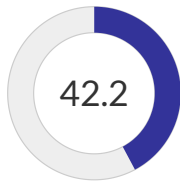




ACHIEVEMENT

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.

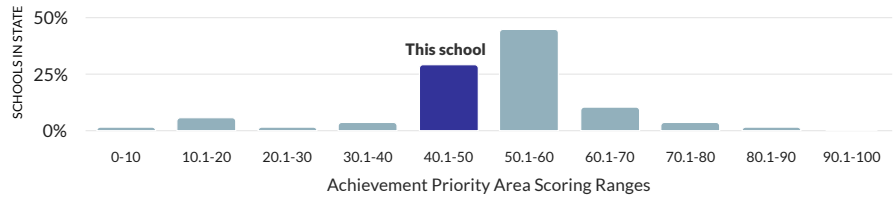
Priority Area Score



English Language Arts Score: 47.6

Mathematics Score: 36.8

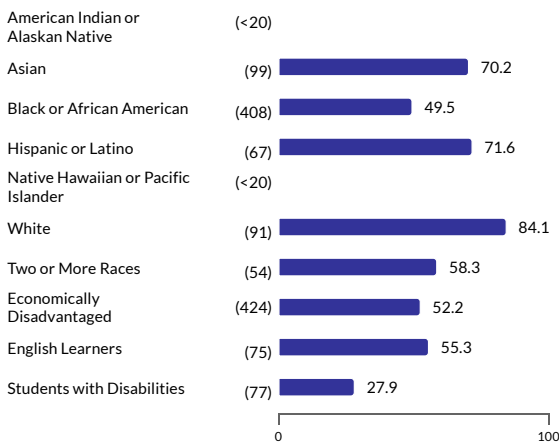
■ This school's score was the same or higher than 17.2% of 6-12 schools in the state.



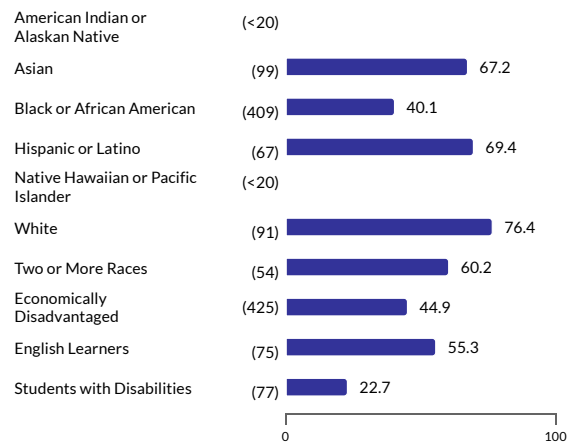
Student Group Achievement, 2023-24 (for information only)

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



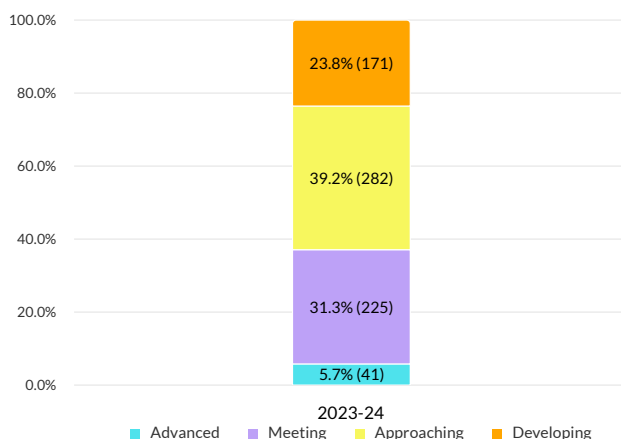
MATHEMATICS



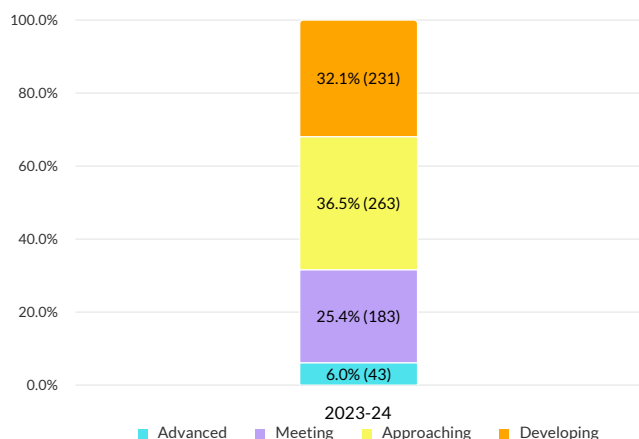
Performance Levels by Year

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
97.8%	93.3%

MATHEMATICS

All students	Lowest-participating group: Students with Disabilities
98.2%	93.3%

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: 6-12 State	366,696	7.4%	30.1%	34.1%	28.4%	367,233	9.0%	31.6%	34.7%	24.6%	366,110	11.0%	38.0%	31.7%	19.2%
All Students	760	2.9%	22.8%	33.8%	40.5%	731	4.0%	24.9%	40.1%	31.1%	719	5.7%	31.3%	39.2%	23.8%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	86	7.0%	32.6%	40.7%	19.8%	97	6.2%	33.0%	38.1%	22.7%	99	6.1%	44.4%	33.3%	16.2%
Black or African American	442	0.5%	14.5%	31.9%	53.2%	406	1.5%	17.0%	42.1%	39.4%	408	2.9%	23.8%	42.6%	30.6%
Hispanic or Latino	63	4.8%	27.0%	34.9%	33.3%	70	2.9%	38.6%	41.4%	17.1%	67	7.5%	40.3%	40.3%	11.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	117	8.5%	38.5%	33.3%	19.7%	105	12.4%	36.2%	34.3%	17.1%	91	17.6%	44.0%	27.5%	11.0%
Two or More Races	51	2.0%	35.3%	39.2%	23.5%	53	3.8%	30.2%	37.7%	28.3%	54	3.7%	31.5%	42.6%	22.2%
Economically Disadvantaged	415	0.7%	14.9%	33.0%	51.3%	409	2.7%	17.6%	42.3%	37.4%	424	4.0%	26.2%	40.1%	29.7%
English Learners	52	3.8%	23.1%	48.1%	25.0%	69	0.0%	21.7%	47.8%	30.4%	75	1.3%	29.3%	48.0%	21.3%
Students with Disabilities	93	0.0%	5.4%	16.1%	78.5%	91	0.0%	5.5%	40.7%	53.8%	77	0.0%	14.3%	27.3%	58.4%

MATHEMATICS

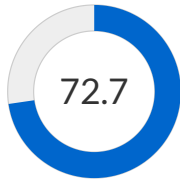
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: 6-12 State	367,328	8.1%	25.9%	28.5%	37.6%	368,126	7.7%	27.0%	30.9%	34.4%	366,442	15.3%	34.3%	27.8%	22.6%
All Students	759	3.4%	14.6%	23.5%	58.5%	729	3.7%	18.8%	30.6%	46.9%	720	6.0%	25.4%	36.5%	32.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	86	7.0%	30.2%	22.1%	40.7%	96	4.2%	32.3%	30.2%	33.3%	99	9.1%	35.4%	36.4%	19.2%
Black or African American	441	0.9%	6.6%	19.0%	73.5%	405	1.0%	10.4%	31.4%	57.3%	409	2.0%	18.8%	36.7%	42.5%
Hispanic or Latino	63	6.3%	14.3%	30.2%	49.2%	70	8.6%	25.7%	30.0%	35.7%	67	9.0%	35.8%	40.3%	14.9%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	117	10.3%	30.8%	32.5%	26.5%	105	12.4%	31.4%	25.7%	30.5%	91	15.4%	38.5%	29.7%	16.5%
Two or More Races	51	0.0%	19.6%	35.3%	45.1%	53	0.0%	24.5%	35.8%	39.6%	54	11.1%	22.2%	42.6%	24.1%
Economically Disadvantaged	415	0.2%	9.6%	20.5%	69.6%	408	0.5%	14.0%	30.4%	55.1%	425	3.5%	19.5%	40.2%	36.7%
English Learners	52	1.9%	11.5%	32.7%	53.8%	69	0.0%	21.7%	27.5%	50.7%	75	5.3%	26.7%	41.3%	26.7%
Students with Disabilities	93	0.0%	1.1%	12.9%	86.0%	91	0.0%	6.6%	19.8%	73.6%	77	0.0%	7.8%	29.9%	62.3%



GROWTH

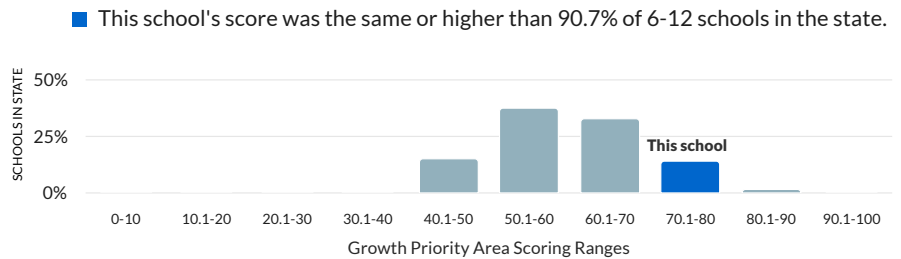
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 75.5

Mathematics Score: 69.8



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

All Students	(683)	3.5
American Indian or Alaskan Native	(<20)	
Asian	(97)	3.5
Black or African American	(381)	3.6
Hispanic or Latino	(65)	3.5
Native Hawaiian or Pacific Islander	(<20)	
White	(86)	3.5
Two or More Races	(54)	3.5
Economically Disadvantaged	(400)	3.4
Not Economically Disadvantaged	(283)	3.6
English Learners	(72)	3.5
English Proficient	(611)	3.5
Students with Disabilities	(60)	3.1
Students without Disabilities	(623)	3.6
Proficient Last Year	(190)	3.3
Not Proficient Last Year	(493)	3.6

MATHEMATICS

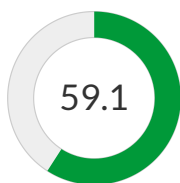
All Students	(686)	3.2
American Indian or Alaskan Native	(<20)	
Asian	(97)	3.2
Black or African American	(384)	3.2
Hispanic or Latino	(65)	3.2
Native Hawaiian or Pacific Islander	(<20)	
White	(86)	3.2
Two or More Races	(54)	3.1
Economically Disadvantaged	(402)	3.1
Not Economically Disadvantaged	(284)	3.2
English Learners	(72)	3.1
English Proficient	(614)	3.2
Students with Disabilities	(61)	3.1
Students without Disabilities	(625)	3.2
Proficient Last Year	(170)	3.1
Not Proficient Last Year	(516)	3.2



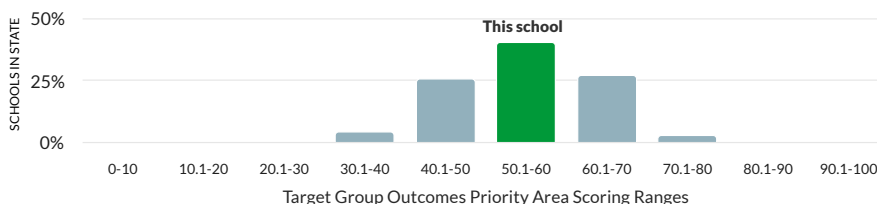
TARGET GROUP OUTCOMES

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 67.6% of 6-12 schools in the state.



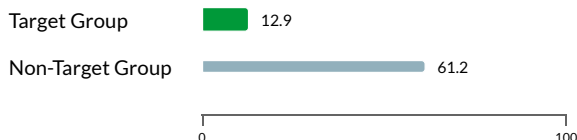
Component Scores

ACHIEVEMENT

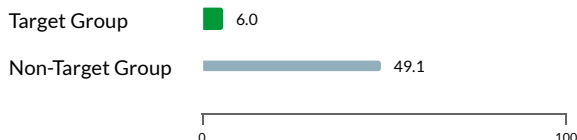
Score: 9.5

Average points-based proficiency rates.

English Language Arts



Mathematics

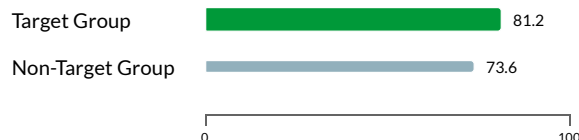


GROWTH

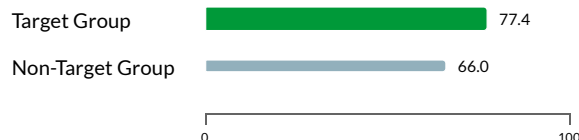
Score: 79.3

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

English Language Arts



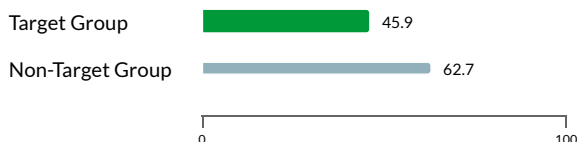
Mathematics



CHRONIC ABSENTEEISM

Score: 45.9

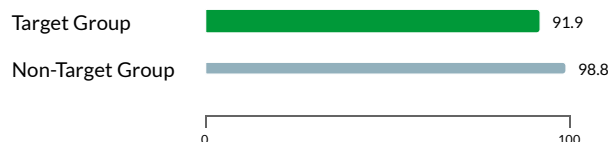
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 91.9

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

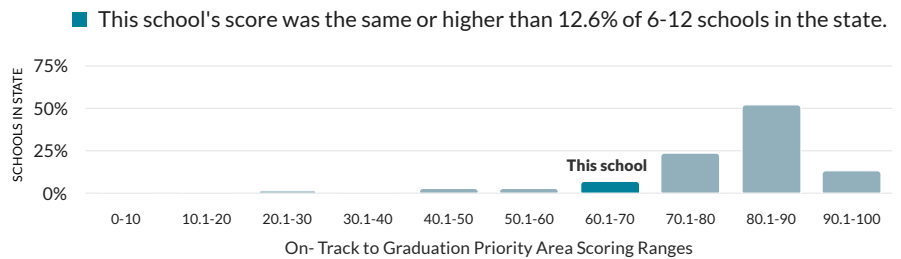
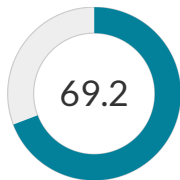




ON-TRACK TO GRADUATION

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

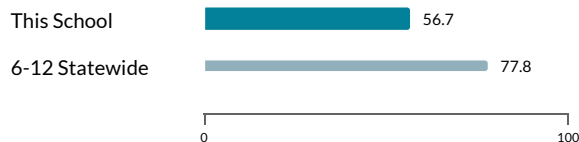


Component Scores

CHRONIC ABSENTEEISM

Score: 56.7

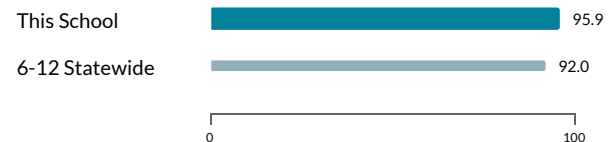
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 95.9

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



3RD GRADE ENGLISH LANGUAGE ARTS

Score: NA

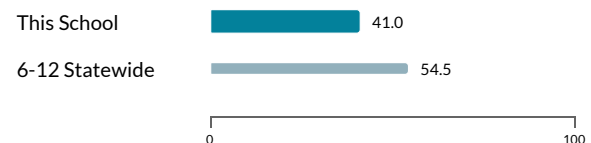
Multi-year average points-based proficiency rates.

NO GRADE 3

8TH GRADE MATHEMATICS

Score: 41.0

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: 6-12 State	456,498	18.3%	456,881	24.9%	453,780	22.4%
All Students	847	28.8%	901	53.4%	907	43.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	93	14.0%	95	50.5%	111	36.9%
Black or African American	477	36.3%	532	57.5%	518	48.6%
Hispanic or Latino	63	22.2%	68	44.1%	85	38.8%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	145	15.9%	143	44.8%	123	31.7%
Two or More Races	68	30.9%	61	50.8%	70	47.1%
Economically Disadvantaged	444	40.8%	489	61.6%	514	51.6%
English Learners	52	19.2%	53	49.1%	77	35.1%
Students with Disabilities	112	42.9%	114	68.4%	106	56.6%

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: 6-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	135	129	95.6%	131	126	96.2%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	80	76	95.0%	83	80	96.4%
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	<20	*	*	23	23	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	73	70	95.9%	71	67	94.4%
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*



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

163 (29.8%) students met criteria for inclusion in at least one Postsecondary Prep Course total below.

ADVANCED COURSES

School	State
26.3%	21.1%

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

DUAL ENROLLMENT

School	State
5.3%	25.7%

29 students successfully completed at least one dual enrollment course.

INDUSTRY-RECOGNIZED CREDENTIALS

School	State
0.0%	4.7%

No students earned an industry-recognized credential.

WORK-BASED LEARNING

School	State
4.9%	8.5%

27 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	547	266,777	26.3%	21.1%	5.3%	25.7%	0.0%	4.7%	4.9%	8.5%
American Indian or Alaskan Native	<20	2,718	*	7.0%	*	18.0%	*	1.7%	*	5.0%
Asian	61	10,367	23.0%	33.4%	8.2%	26.6%	0.0%	3.7%	4.9%	5.6%
Black or African American	320	24,969	25.9%	13.7%	3.8%	8.7%	0.0%	1.3%	3.8%	2.7%
Hispanic or Latino	40	37,682	30.0%	17.6%	5.0%	18.9%	0.0%	3.4%	7.5%	5.0%
Native Hawaiian or Pacific Islander	<20	216	*	17.1%	*	21.8%	*	2.3%	*	4.2%
White	86	179,306	29.1%	22.5%	11.6%	29.9%	0.0%	5.7%	9.3%	10.4%
Two or More Races	40	11,456	25.0%	18.9%	0.0%	21.0%	0.0%	3.4%	2.5%	5.8%
Economically Disadvantaged	300	104,283	23.0%	12.3%	4.7%	18.5%	0.0%	3.0%	5.7%	6.1%
English Learners	23	19,116	13.0%	13.9%	0.0%	17.0%	0.0%	2.5%	0.0%	3.6%
Students with Disabilities	61	33,777	11.5%	4.4%	1.6%	15.0%	0.0%	2.3%	1.6%	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

409 (74.8%) students successfully completed any Arts Course.

ART & DESIGN		DANCE		MUSIC		THEATER	
School	State	School	State	School	State	School	State
51.7%	29.1%	6.8%	0.5%	25.6%	19.2%	17.6%	2.2%
283 students successfully completed at least one art & design course.		37 students successfully completed at least one dance course.		140 students successfully completed at least one music course.		96 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	547	266,777	51.7%	29.1%	6.8%	0.5%	25.6%	19.2%	17.6%	2.2%
American Indian or Alaskan Native	<20	2,718	*	33.1%	*	0.2%	*	15.0%	*	1.1%
Asian	61	10,367	59.0%	30.3%	1.6%	0.4%	36.1%	19.9%	6.6%	1.6%
Black or African American	320	24,969	47.8%	28.5%	10.6%	0.7%	15.3%	11.7%	22.2%	2.8%
Hispanic or Latino	40	37,682	60.0%	29.1%	2.5%	0.3%	40.0%	13.3%	15.0%	2.1%
Native Hawaiian or Pacific Islander	<20	216	*	32.9%	*	1.4%	*	23.6%	*	4.2%
White	86	179,306	54.7%	29.1%	1.2%	0.5%	48.8%	21.7%	9.3%	2.2%
Two or More Races	40	11,456	57.5%	28.8%	0.0%	0.5%	27.5%	17.8%	17.5%	2.6%
Economically Disadvantaged	300	104,283	51.7%	29.9%	8.7%	0.4%	19.7%	15.4%	17.3%	2.1%
English Learners	23	19,116	43.5%	30.9%	0.0%	0.4%	26.1%	11.8%	4.3%	1.6%
Students with Disabilities	61	33,777	32.8%	30.9%	6.6%	0.5%	21.3%	14.4%	11.5%	2.4%

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.