



OVERVIEW

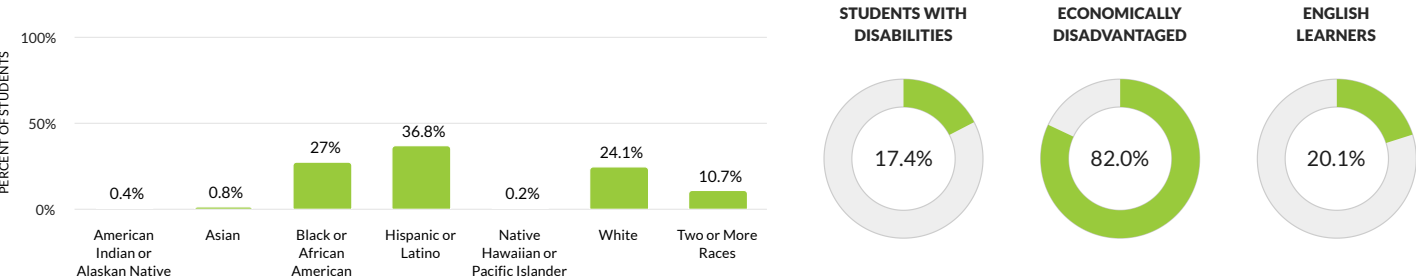
School Details

Grades : K4-5
Enrollment : 522
Percent open enrollment : 0.8%

Curtis A. Strange is a neighborhood school that takes pride in serving a diverse student population. Our work has traditionally centered on building strong reading skills and a solid foundation in mathematics. We also emphasize citizenship through character education, the development of high-quality work, and supports that promote both academic growth and positive behavior.

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

Student Groups



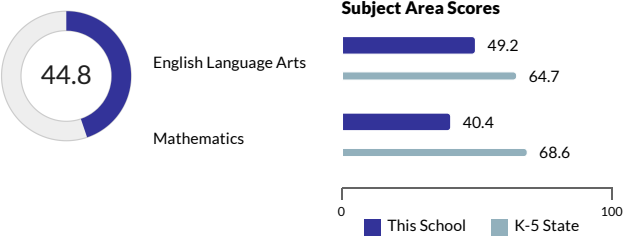
Score Summary

Report cards, including the weighting of the Achievement and Growth priority areas, are governed by Wis. Stat. § 115.385. For more information, including updates for 2024-25, see <https://dpi.wi.gov/accountability/resources>.

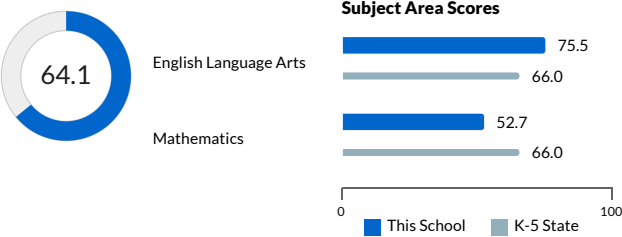


Priority Area Scores

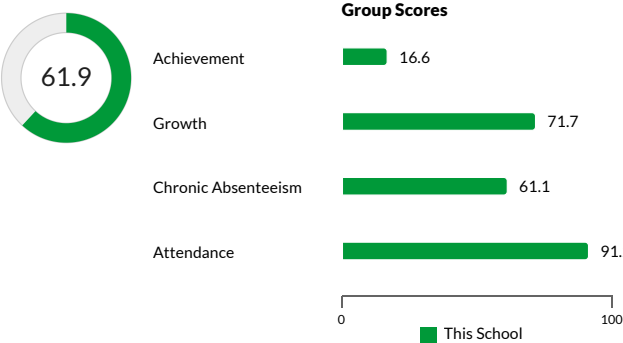
ACHIEVEMENT



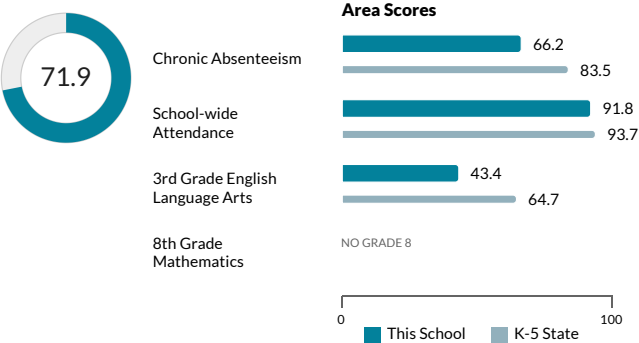
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

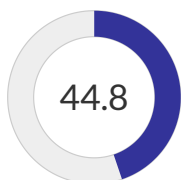




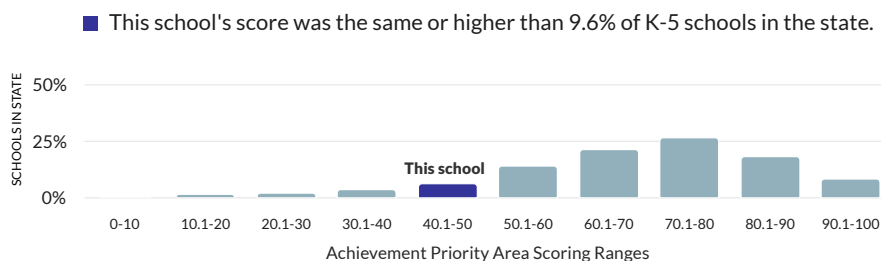
ACHIEVEMENT

This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for 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



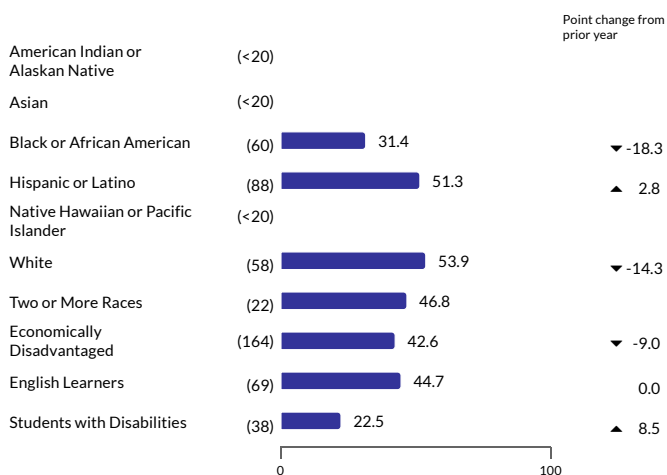
English Language Arts Score: 49.2
Mathematics Score: 40.4



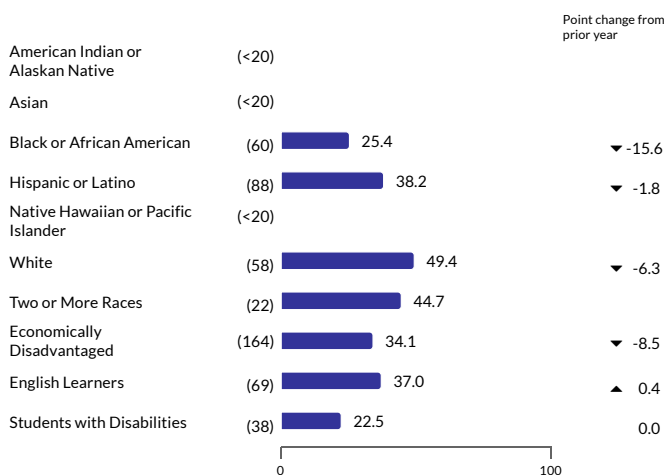
Student Group Achievement, 2024-25 (for information only)

Group size is given in parentheses. Groups with fewer than 20 students do not have a score displayed.

ENGLISH LANGUAGE ARTS



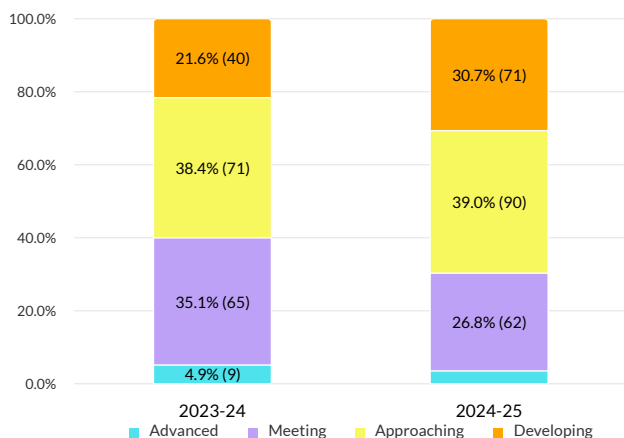
MATHEMATICS



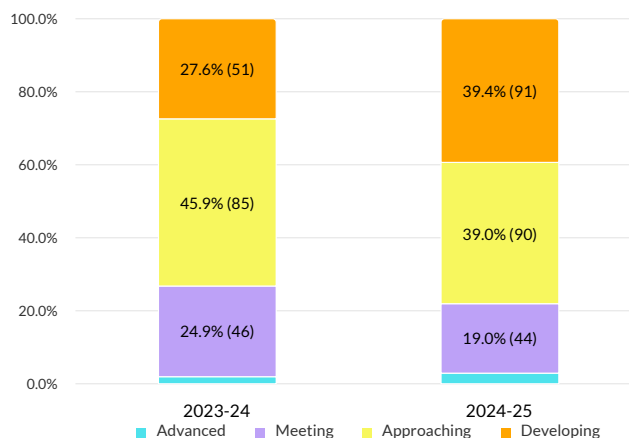
Performance Levels by Year

These graphs show school-wide percentages and group sizes of students performing at each level.

ENGLISH LANGUAGE ARTS



MATHEMATICS



ACHIEVEMENT - ADDITIONAL INFORMATION

Schools receiving Wisconsin public funds are required by law to participate in statewide testing. Test participation rates that fall below the threshold of 95% present an incomplete picture of a school's performance.

Test Participation Rates, 2024-25

ENGLISH LANGUAGE ARTS		MATHEMATICS	
All students	Lowest-participating group:	All students	Lowest-participating group:
100.0%	NA	100.0%	NA

Student Group Performance Levels by Year

Student group data are shown for full academic year students in tested grades.

ENGLISH LANGUAGE ARTS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,142	11.6%	40.4%	30.2%	17.8%	175,722	12.0%	38.7%	30.8%	18.5%
All Students	185	4.9%	35.1%	38.4%	21.6%	231	3.5%	26.8%	39.0%	30.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	36	5.6%	25.0%	44.4%	25.0%	60	0.0%	11.7%	46.7%	41.7%
Hispanic or Latino	84	2.4%	33.3%	34.5%	29.8%	88	5.7%	31.8%	34.1%	28.4%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	53	7.5%	49.1%	32.1%	11.3%	58	3.4%	39.7%	31.0%	25.9%
Two or More Races	<20	*	*	*	*	22	4.5%	18.2%	54.5%	22.7%
Economically Disadvantaged	149	3.4%	32.9%	39.6%	24.2%	164	3.7%	20.7%	42.7%	32.9%
English Learners	55	1.8%	32.7%	29.1%	36.4%	69	5.8%	23.2%	36.2%	34.8%
Students with Disabilities	26	0.0%	7.7%	15.4%	76.9%	38	0.0%	13.2%	23.7%	63.2%

MATHEMATICS

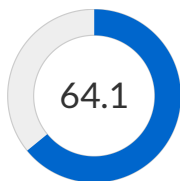
	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-5 State	175,042	19.1%	35.1%	26.4%	19.4%	175,664	19.9%	32.7%	28.5%	19.0%
All Students	185	1.6%	24.9%	45.9%	27.6%	231	2.6%	19.0%	39.0%	39.4%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	36	0.0%	22.2%	47.2%	30.6%	60	0.0%	11.7%	33.3%	55.0%
Hispanic or Latino	84	1.2%	21.4%	42.9%	34.5%	88	1.1%	21.6%	38.6%	38.6%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	53	1.9%	34.0%	50.9%	13.2%	58	8.6%	20.7%	43.1%	27.6%
Two or More Races	<20	*	*	*	*	22	0.0%	27.3%	45.5%	27.3%
Economically Disadvantaged	149	0.7%	24.2%	45.0%	30.2%	164	2.4%	15.2%	38.4%	43.9%
English Learners	55	0.0%	16.4%	49.1%	34.5%	69	1.4%	20.3%	37.7%	40.6%
Students with Disabilities	26	0.0%	11.5%	26.9%	61.5%	38	2.6%	7.9%	26.3%	63.2%



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: 52.7

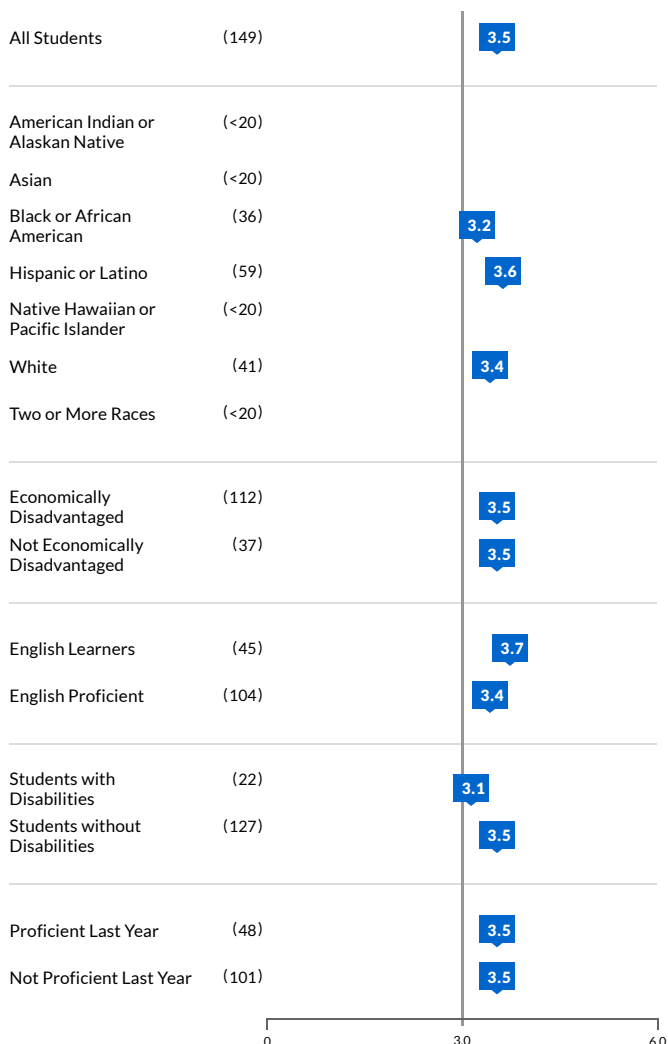
■ This school's score was the same or higher than 43.5% of K-5 schools in the state.



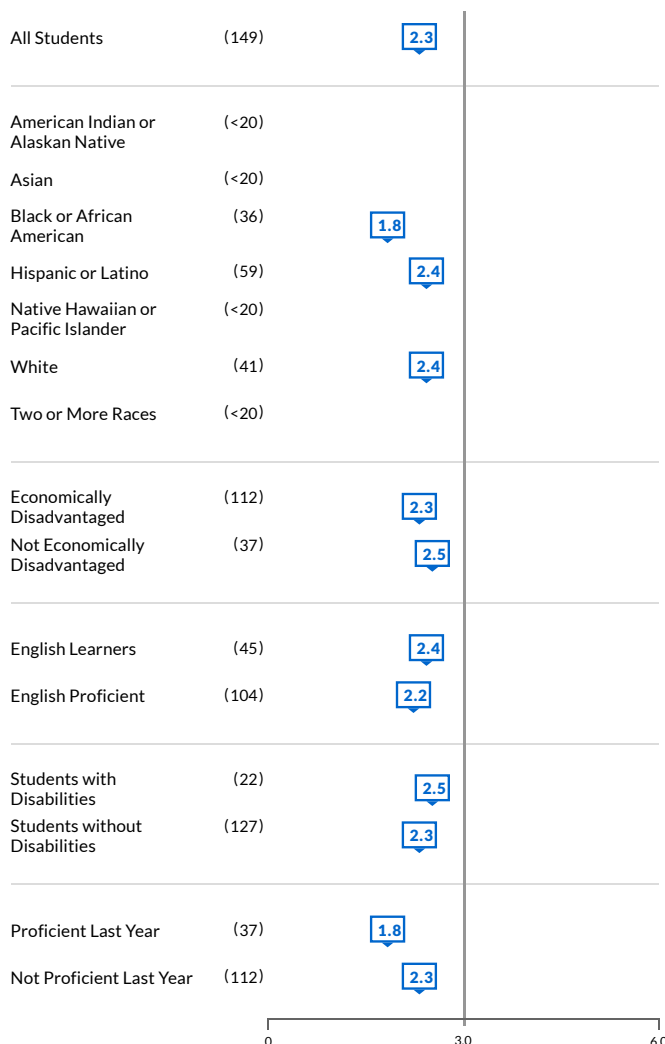
Student Group Value-Added (for information only)

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

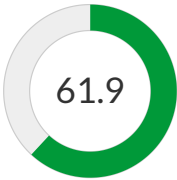




TARGET GROUP OUTCOMES

This priority area examines outcomes for students with the lowest test scores — the target group. This measure was designed to inform improvement efforts that result in positive change for learners who most need it 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 32.8% of K-5 schools in the state.



Component Scores

ACHIEVEMENT

Score: 16.6

Average points-based proficiency rates.

English Language Arts

Target Group 19.5

Non-Target Group 64.4

Mathematics

Target Group 13.6

Non-Target Group 50.5

GROWTH

Score: 71.7

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

English Language Arts

Target Group 79.3

Non-Target Group 73.6

Mathematics

Target Group 64.1

Non-Target Group 48.9

CHRONIC ABSENTEEISM

Score: 61.1

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.

Target Group 61.1

Non-Target Group 71.1

ATTENDANCE

Score: 91.2

This score is the overall attendance rate for the target group in 2023-24.

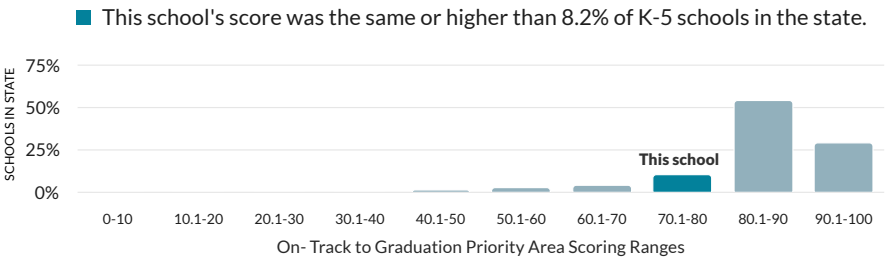
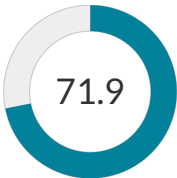
Target Group 91.2

Non-Target Group 92.7

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.

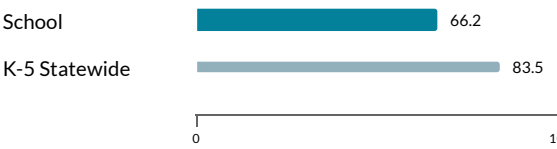
Priority Area Score



Component Scores

CHRONIC ABSENTEEISM Score: 66.2

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.

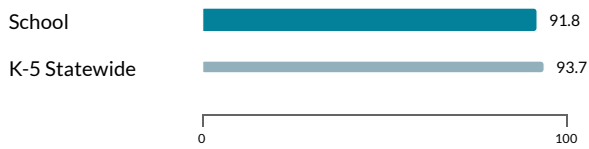


A horizontal bar chart comparing the school's score (66.2) to the K-5 statewide score (83.5) for Chronic Absenteeism. The x-axis ranges from 0 to 100.

Category	Score
School	66.2
K-5 Statewide	83.5

SCHOOL-WIDE ATTENDANCE Score: 91.8

This score is the overall attendance rate for the school in 2023-24.

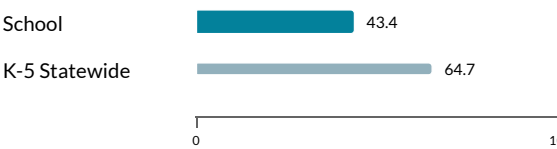


A horizontal bar chart comparing the school's score (91.8) to the K-5 statewide score (93.7) for School-Wide Attendance. The x-axis ranges from 0 to 100.

Category	Score
School	91.8
K-5 Statewide	93.7

3RD GRADE ENGLISH LANGUAGE ARTS Score: 43.4

Multi-year average points-based proficiency rates.



A horizontal bar chart comparing the school's score (43.4) to the K-5 statewide score (64.7) for 3rd Grade English Language Arts. The x-axis ranges from 0 to 100.

Category	Score
School	43.4
K-5 Statewide	64.7

8TH GRADE MATHEMATICS Score: NA

Multi-year average points-based proficiency rates.

NO GRADE 8

3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

School: 27.0%	Statewide: 50.3%
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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

	2021-22		2022-23		2023-24	
	Students	Rate	Students	Rate	Students	Rate
All Students: K-5 State	354,803	20.1%	355,511	16.3%	354,264	14.3%
All Students	354	44.4%	375	32.3%	392	28.6%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	78	53.8%	77	42.9%	92	35.9%
Hispanic or Latino	151	47.0%	160	29.4%	161	28.0%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	100	29.0%	103	24.3%	95	18.9%
Two or More Races	23	65.2%	32	46.9%	40	35.0%
Economically Disadvantaged	280	51.1%	279	36.2%	319	30.1%
English Learners	111	41.4%	115	27.8%	108	26.9%
Students with Disabilities	62	51.6%	51	25.5%	67	28.4%

Student Group Graduation Rates

This table shows for each of two cohorts the percentage of students starting high school together who graduated by 2023-24. 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