



OVERVIEW

School Details

Grades : K4-8

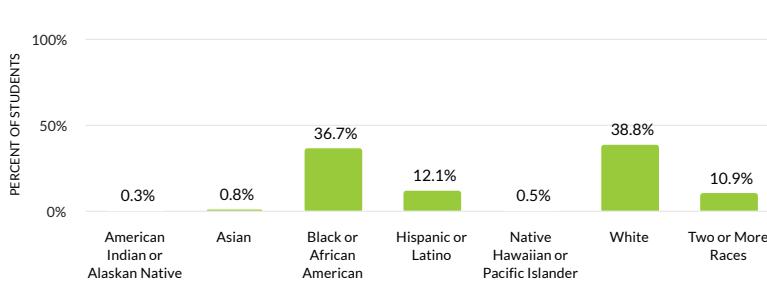
Enrollment : 387

Percent open enrollment: 7%

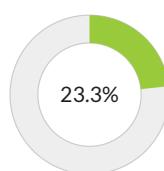
Highland is a school with diverse families and educators working together to offer quality Montessori education in a nurturing environment that enriches, empowers, and inspires children to reach their potential and encourages parents to become responsible for and involved with the education of their children.

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

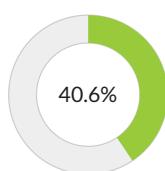
Student Groups



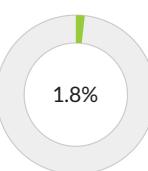
STUDENTS WITH DISABILITIES



ECONOMICALLY DISADVANTAGED



ENGLISH LEARNERS



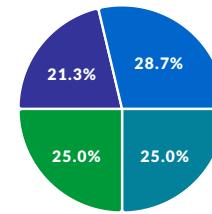
Score Summary

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>.

Overall Score
81.0

Exceeds Expectations
★★★

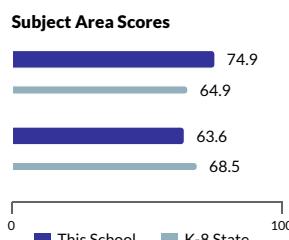
PRIORITY AREA WEIGHTS



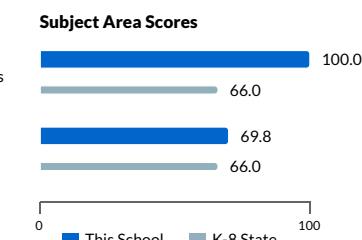
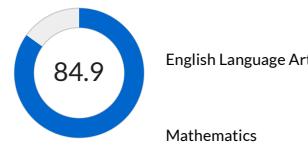
- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION

Priority Area Scores

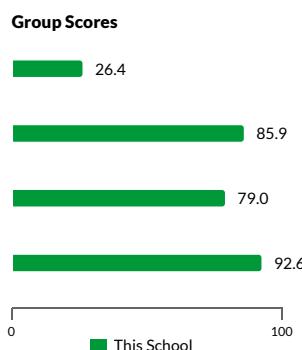
ACHIEVEMENT



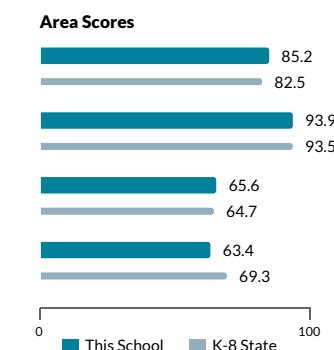
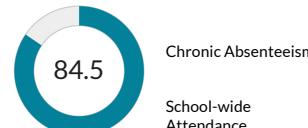
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

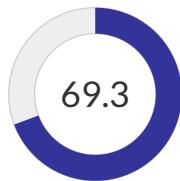




ACHIEVEMENT

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.

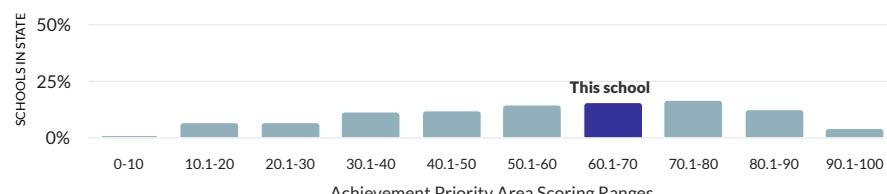
Priority Area Score



English Language Arts Score: 74.9

Mathematics Score: 63.6

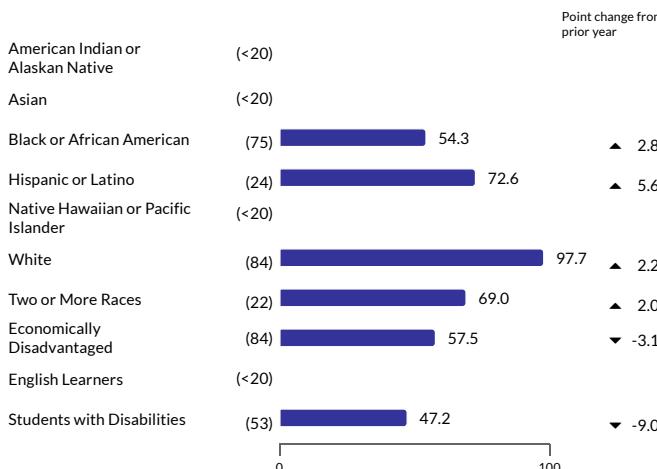
■ This school's score was the same or higher than 66.9% of K-8 schools in the state.



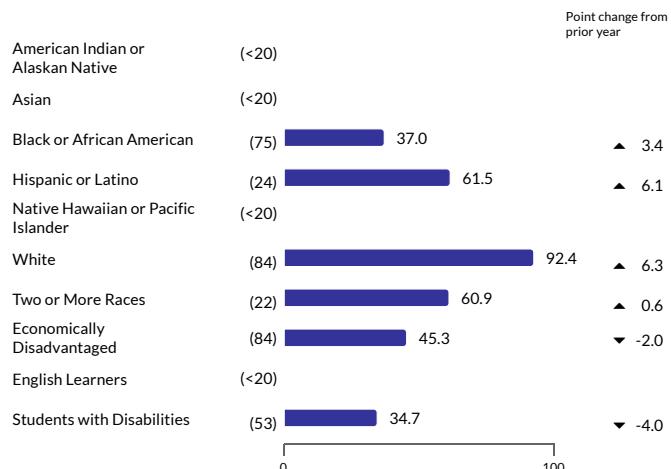
Student Group Achievement, 2024-25 (for information only)

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

ENGLISH LANGUAGE ARTS



MATHEMATICS



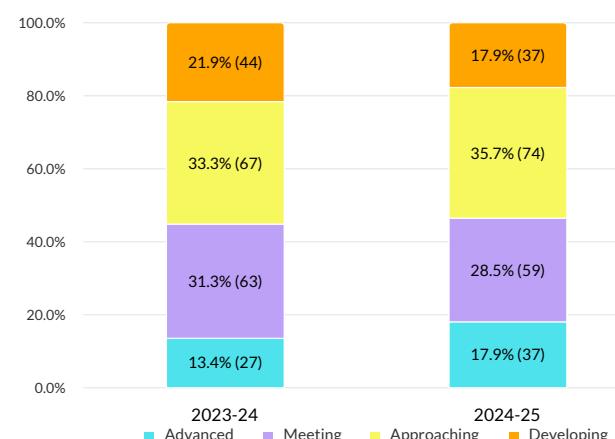
Performance Levels by Year

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

All students	Lowest-participating group: Two or More Races
99.0%	95.7%

MATHEMATICS

All students	Lowest-participating group: Two or More Races
99.0%	95.7%

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-8 State	353,585	11.5%	40.1%	30.2%	18.2%	353,627	12.1%	39.6%	29.9%	18.3%
All Students	200	15.0%	48.5%	23.0%	13.5%	207	18.8%	44.9%	23.2%	13.0%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	72	2.8%	36.1%	34.7%	26.4%	75	1.3%	41.3%	34.7%	22.7%
Hispanic or Latino	20	0.0%	65.0%	20.0%	15.0%	24	16.7%	45.8%	20.8%	16.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	86	31.4%	53.5%	12.8%	2.3%	84	36.9%	47.6%	13.1%	2.4%
Two or More Races	20	5.0%	55.0%	25.0%	15.0%	22	13.6%	45.5%	22.7%	18.2%
Economically Disadvantaged	90	5.6%	46.7%	25.6%	22.2%	84	8.3%	38.1%	27.4%	26.2%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	58	5.2%	44.8%	20.7%	29.3%	53	9.4%	20.8%	35.8%	34.0%

MATHEMATICS

	2023-24					2024-25				
	Total # Tested	Advanced	Meeting	Approaching	Developing	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-8 State	353,319	19.6%	33.7%	26.3%	20.3%	353,429	20.8%	31.9%	28.0%	19.3%
All Students	201	13.4%	31.3%	33.3%	21.9%	207	17.9%	28.5%	35.7%	17.9%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*
Black or African American	72	1.4%	12.5%	45.8%	40.3%	75	0.0%	17.3%	48.0%	34.7%
Hispanic or Latino	21	0.0%	42.9%	38.1%	19.0%	24	8.3%	37.5%	37.5%	16.7%
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*
White	86	26.7%	44.2%	24.4%	4.7%	84	36.9%	38.1%	20.2%	4.8%
Two or More Races	20	15.0%	35.0%	20.0%	30.0%	22	13.6%	22.7%	50.0%	13.6%
Economically Disadvantaged	90	3.3%	28.9%	37.8%	30.0%	84	7.1%	21.4%	36.9%	34.5%
English Learners	<20	*	*	*	*	<20	*	*	*	*
Students with Disabilities	59	5.1%	23.7%	23.7%	47.5%	53	3.8%	22.6%	20.8%	52.8%



GROWTH

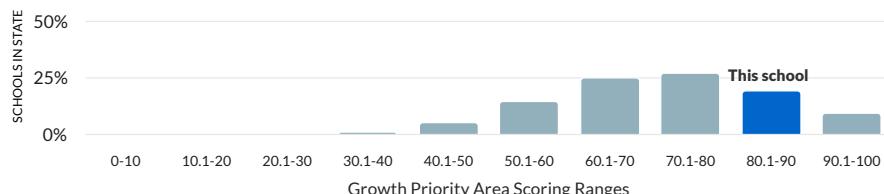
This priority area measures year-to-year student progress on statewide tests. It uses a value-added model that seeks to control for circumstances beyond the influence of educators. A high value-added score means that on average students in the school are progressing more quickly than other, similar students. 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: 69.8

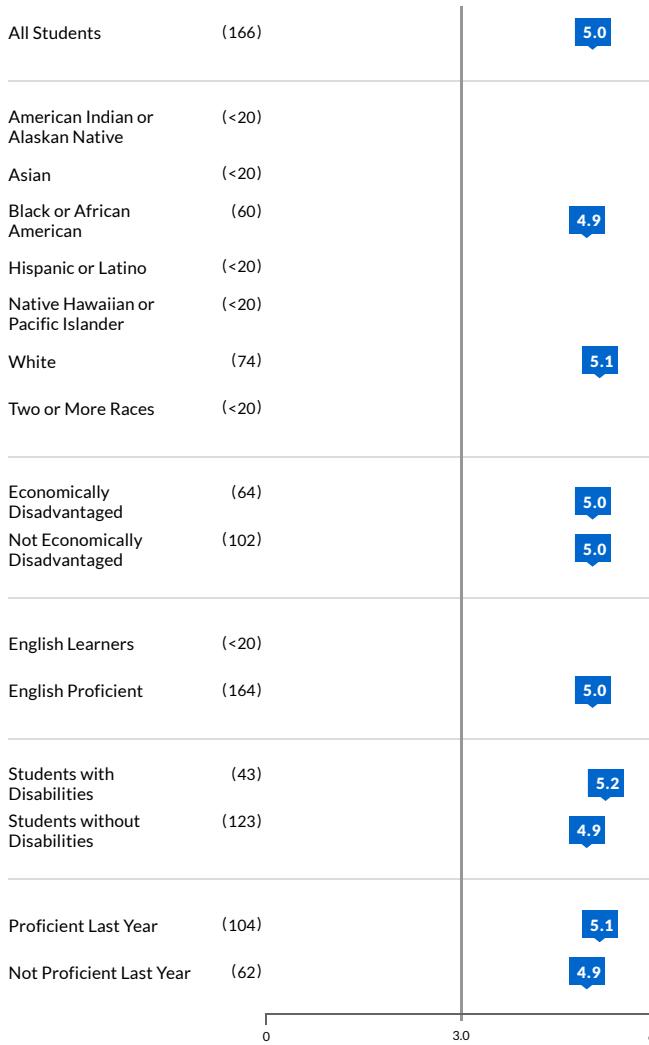
■ This school's score was the same or higher than 81.1% of K-8 schools in the state.



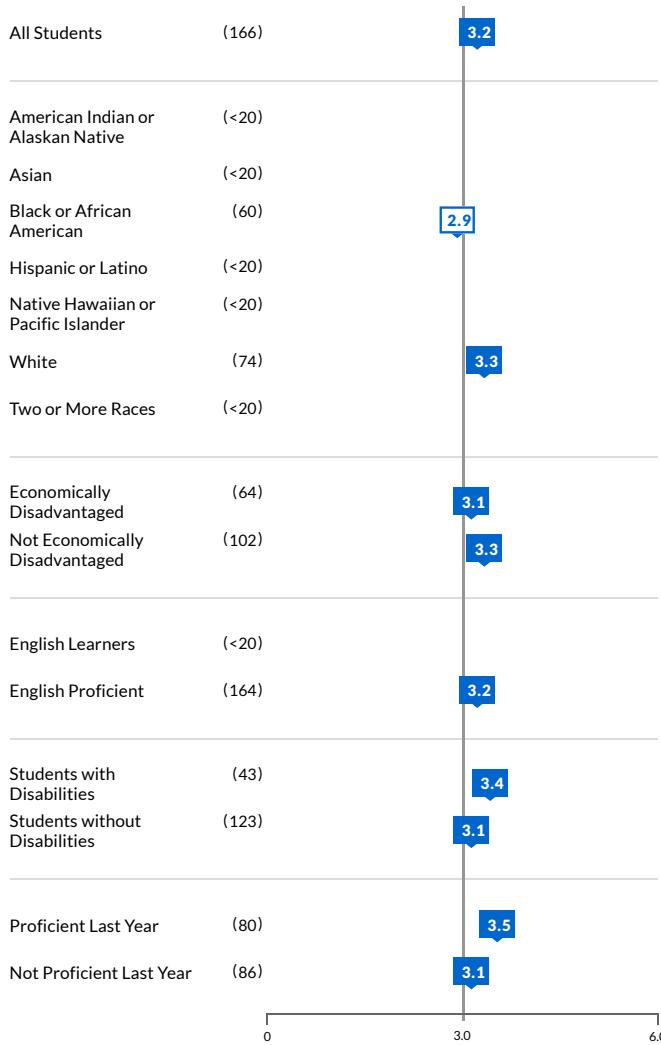
Student Group Value-Added (for information only)

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





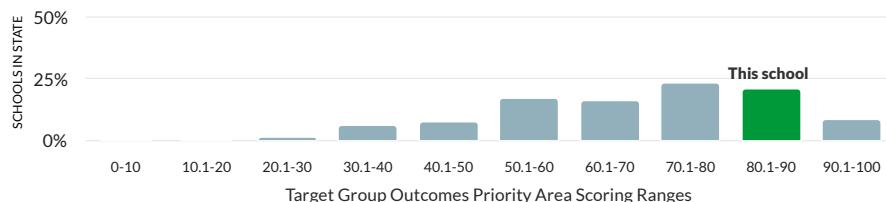
TARGET GROUP OUTCOMES

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 78.2% of K-8 schools in the state.



Component Scores

ACHIEVEMENT

Score: 26.4

Average points-based proficiency rates.

English Language Arts

Target Group 34.0

Non-Target Group 90.8



Mathematics

Target Group 18.8

Non-Target Group 78.4



GROWTH

Score: 85.9

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

English Language Arts

Target Group 100.0

Non-Target Group 100.0



Mathematics

Target Group 71.7

Non-Target Group 67.9



CHRONIC ABSENTEEISM

Score: 79.0

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 79.0

Non-Target Group 88.2



ATTENDANCE

Score: 92.6

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

Target Group 92.6

Non-Target Group 95.0

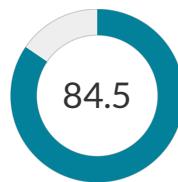




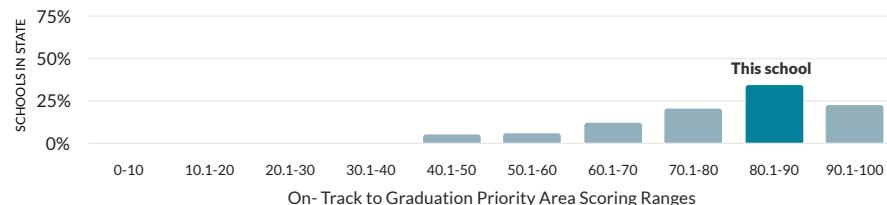
ON-TRACK TO GRADUATION

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 55.4% of K-8 schools in the state.

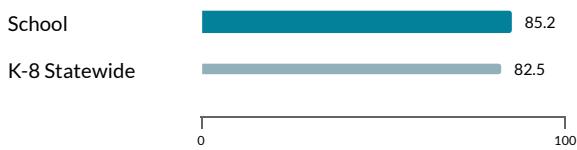


Component Scores

CHRONIC ABSENTEEISM

Score: 85.2

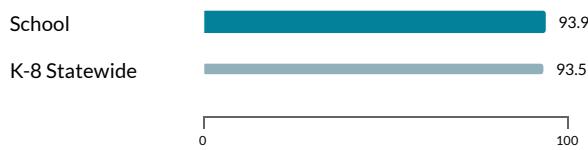
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



SCHOOL-WIDE ATTENDANCE

Score: 93.9

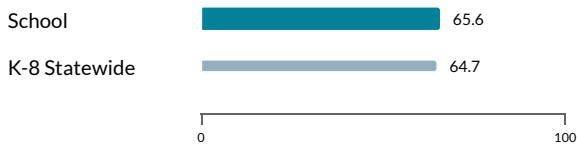
This score is the overall attendance rate for the school in 2023-24.



3RD GRADE ENGLISH LANGUAGE ARTS

Score: 65.6

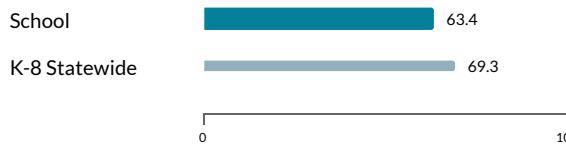
Multi-year average points-based proficiency rates.



8TH GRADE MATHEMATICS

Score: 63.4

Multi-year average points-based proficiency rates.



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: 36.8%

Statewide: 50.3%



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-8 State	544,944	21.0%	542,619	17.3%	539,627	15.3%
All Students	332	16.9%	326	15.3%	332	13.0%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	127	25.2%	115	18.3%	117	16.2%
Hispanic or Latino	35	14.3%	43	14.0%	45	8.9%
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	130	8.5%	134	11.9%	129	10.9%
Two or More Races	37	18.9%	32	21.9%	37	16.2%
Economically Disadvantaged	155	25.2%	139	25.2%	148	19.6%
English Learners	<20	*	<20	*	<20	*
Students with Disabilities	74	17.6%	69	26.1%	82	25.6%

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