

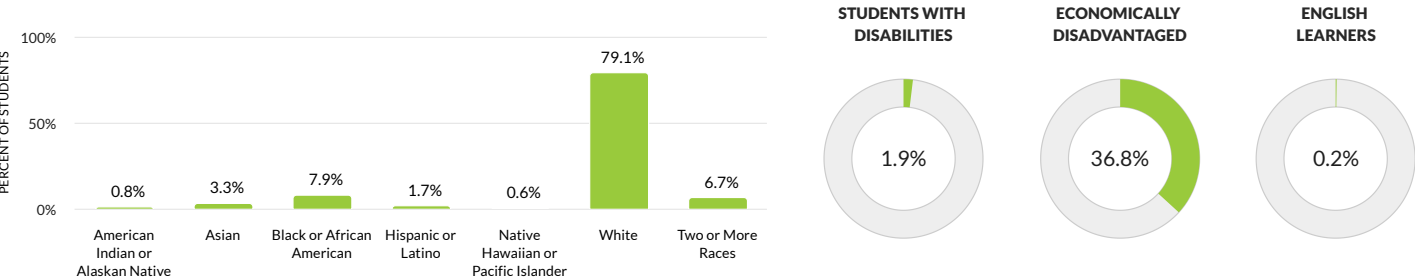


OVERVIEW

School Details

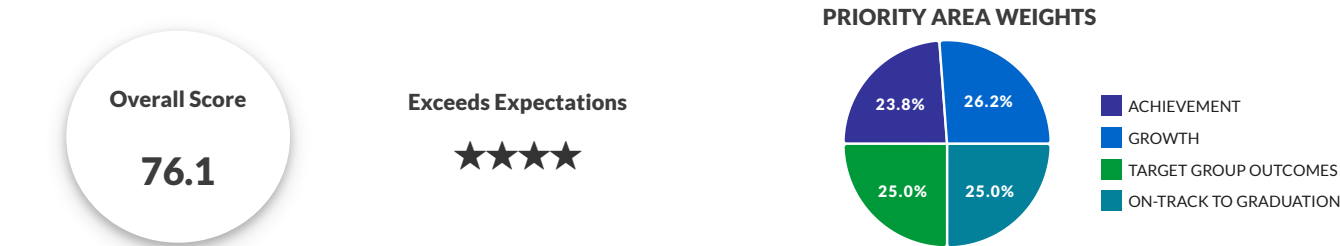
Grades : K4-12
Enrollment : 522
Percent Choice : 55.4%

Student Groups



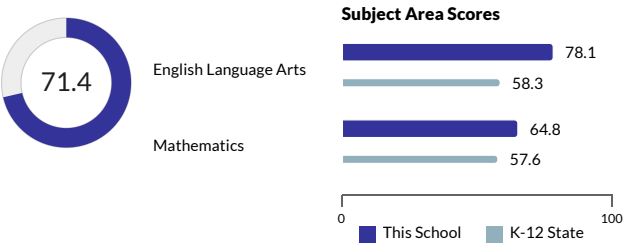
Score Summary

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>.

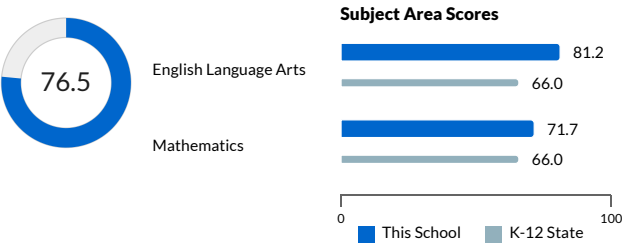


Priority Area Scores

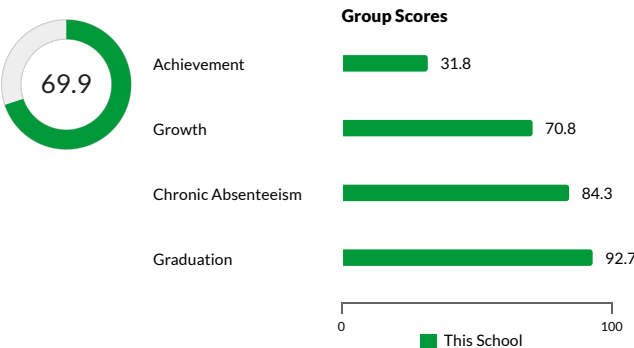
ACHIEVEMENT



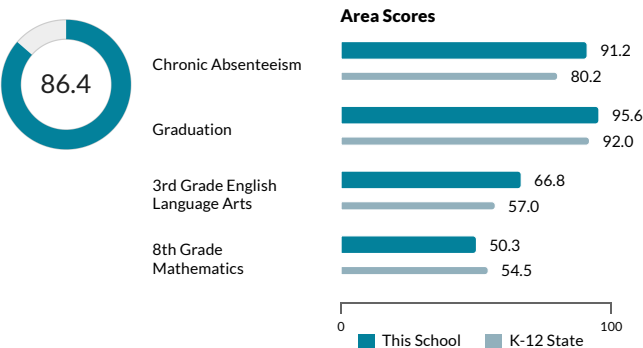
GROWTH



TARGET GROUP OUTCOMES



ON-TRACK TO GRADUATION

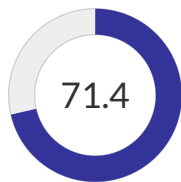




ACHIEVEMENT

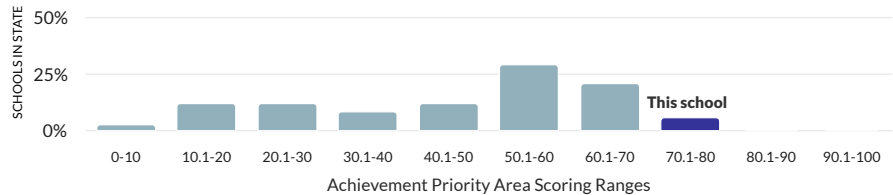
This priority area summarizes how this school's students performed on state assessments using a points-based proficiency system that gives partial credit for Approaching performance and extra credit for Advanced performance. The score is a multi-year average of English language arts and mathematics component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

Priority Area Score



English Language Arts Score: 78.1
Mathematics Score: 64.8

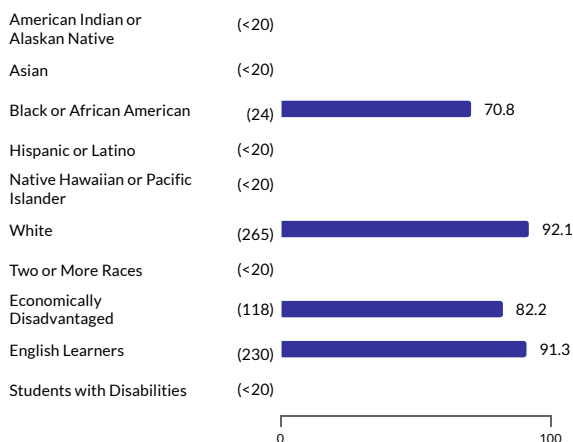
■ This school's score was the same or higher than 95.4% of K-12 schools in the state.



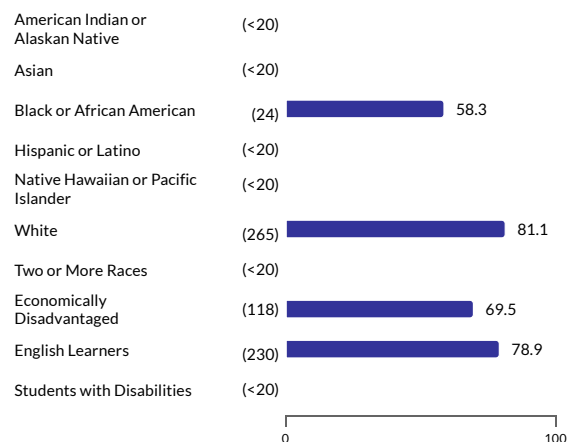
Student Group Achievement, 2023-24 (for information only)

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



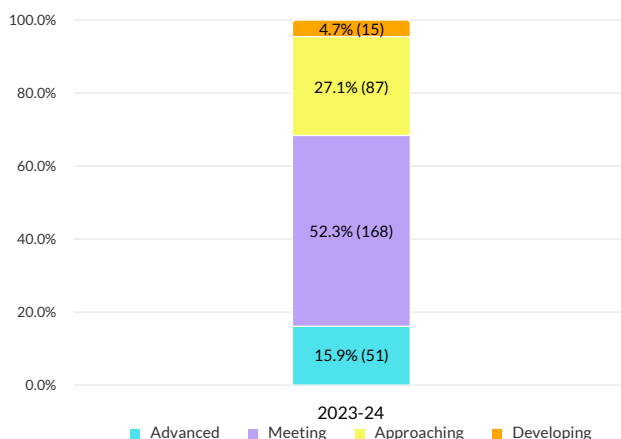
MATHEMATICS



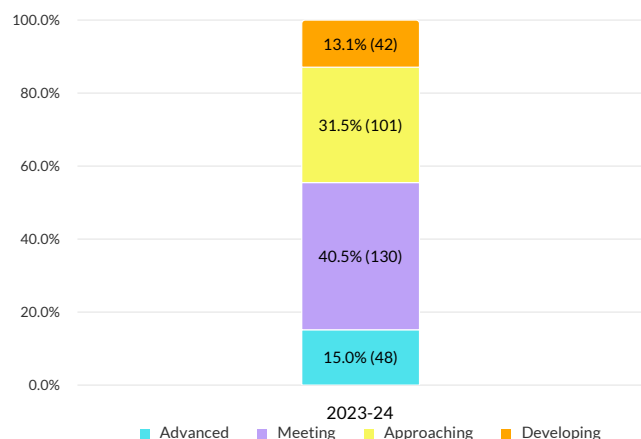
Performance Levels by Year

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: Black or African American
97.6%	96.0%

MATHEMATICS

All students	Lowest-participating group: Black or African American
97.6%	96.0%

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-12 State	541,193	7.1%	30.8%	33.9%	28.2%	542,509	8.5%	31.9%	34.5%	25.1%	541,252	11.2%	38.8%	31.3%	18.8%
All Students	392	11.7%	46.7%	31.1%	10.5%	406	8.6%	42.6%	36.7%	12.1%	321	15.9%	52.3%	27.1%	4.7%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	28	3.6%	28.6%	42.9%	25.0%	32	3.1%	21.9%	56.3%	18.8%	24	8.3%	33.3%	50.0%	8.3%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	323	12.7%	48.6%	29.4%	9.3%	324	9.6%	45.1%	34.9%	10.5%	265	17.4%	53.6%	24.9%	4.2%
Two or More Races	24	8.3%	37.5%	41.7%	12.5%	27	3.7%	44.4%	40.7%	11.1%	<20	*	*	*	*
Economically Disadvantaged	102	6.9%	43.1%	38.2%	11.8%	114	5.3%	45.6%	35.1%	14.0%	118	9.3%	51.7%	33.1%	5.9%
English Learners	323	11.1%	45.5%	34.1%	9.3%	75	8.0%	46.7%	32.0%	13.3%	230	17.4%	53.0%	24.3%	5.2%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*

MATHEMATICS

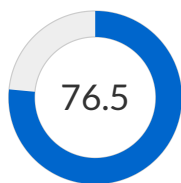
	2021-22					2022-23					2023-24				
	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Proficient	Basic	Below Basic	Total # Tested	Advanced	Meeting	Approaching	Developing
All Students: K-12 State	542,298	9.3%	28.2%	29.1%	33.3%	543,989	9.4%	29.1%	30.5%	30.9%	541,484	16.5%	34.5%	27.4%	21.6%
All Students	392	7.9%	38.5%	33.4%	20.2%	406	6.7%	32.8%	38.2%	22.4%	321	15.0%	40.5%	31.5%	13.1%
American Indian or Alaskan Native	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Asian	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Black or African American	28	0.0%	10.7%	46.4%	42.9%	32	0.0%	15.6%	37.5%	46.9%	24	4.2%	25.0%	54.2%	16.7%
Hispanic or Latino	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
Native Hawaiian or Pacific Islander	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*
White	323	8.7%	40.6%	33.1%	17.6%	324	7.7%	34.6%	39.2%	18.5%	265	15.8%	42.6%	29.4%	12.1%
Two or More Races	24	0.0%	41.7%	33.3%	25.0%	27	0.0%	44.4%	25.9%	29.6%	<20	*	*	*	*
Economically Disadvantaged	102	2.9%	34.3%	40.2%	22.5%	114	6.1%	28.9%	38.6%	26.3%	118	11.0%	33.1%	39.8%	16.1%
English Learners	323	6.2%	39.3%	35.9%	18.6%	75	8.0%	33.3%	33.3%	25.3%	230	14.3%	41.3%	32.2%	12.2%
Students with Disabilities	<20	*	*	*	*	<20	*	*	*	*	<20	*	*	*	*



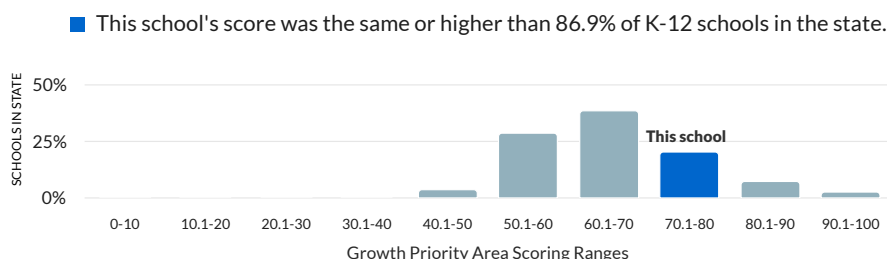
GROWTH

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: 81.2
Mathematics Score: 71.7



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	(258)	3.8
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(22)	4.0
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(212)	3.8
Two or More Races	(<20)	
Economically Disadvantaged	(94)	3.8
Not Economically Disadvantaged	(164)	3.8
English Learners	(204)	4.2
English Proficient	(54)	4.7
Students with Disabilities	(<20)	
Students without Disabilities	(258)	3.8
Proficient Last Year	(130)	3.9
Not Proficient Last Year	(128)	3.7

MATHEMATICS

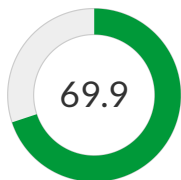
All Students	(258)	3.3
American Indian or Alaskan Native	(<20)	
Asian	(<20)	
Black or African American	(22)	3.1
Hispanic or Latino	(<20)	
Native Hawaiian or Pacific Islander	(<20)	
White	(212)	3.3
Two or More Races	(<20)	
Economically Disadvantaged	(94)	3.2
Not Economically Disadvantaged	(164)	3.3
English Learners	(204)	3.3
English Proficient	(54)	4.2
Students with Disabilities	(<20)	
Students without Disabilities	(258)	3.3
Proficient Last Year	(90)	3.4
Not Proficient Last Year	(168)	3.1



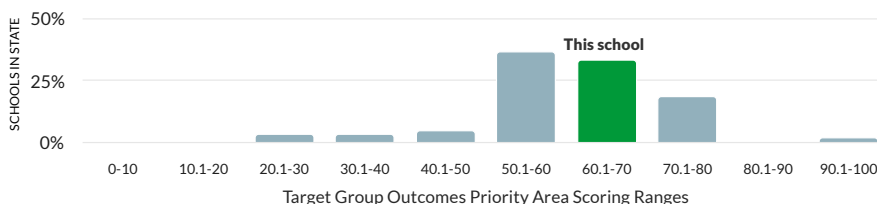
TARGET GROUP OUTCOMES

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 80.3% of K-12 schools in the state.



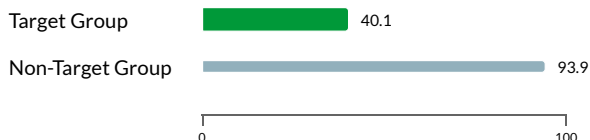
Component Scores

ACHIEVEMENT

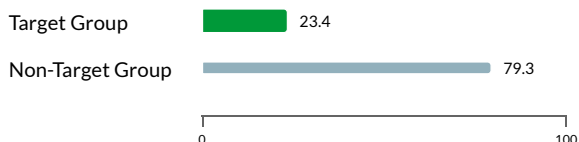
Score: 31.8

Average points-based proficiency rates.

English Language Arts



Mathematics

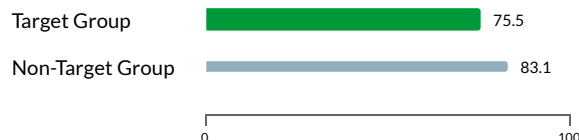


GROWTH

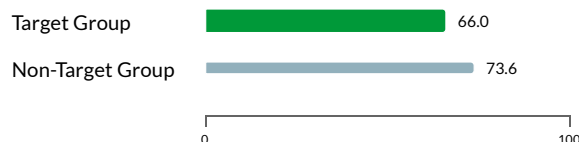
Score: 70.8

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

English Language Arts



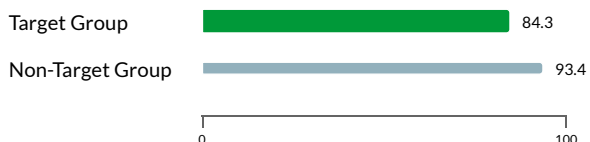
Mathematics



CHRONIC ABSENTEEISM

Score: 84.3

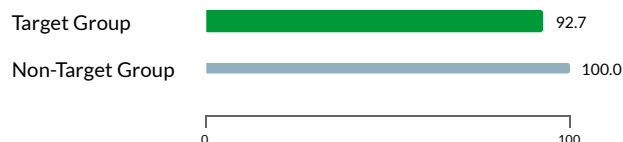
Score is 100 minus the multi-year average chronic absenteeism rate — the percentage of students who missed more than 10% of school days — so a higher score is better.



GRADUATION

Score: 92.7

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

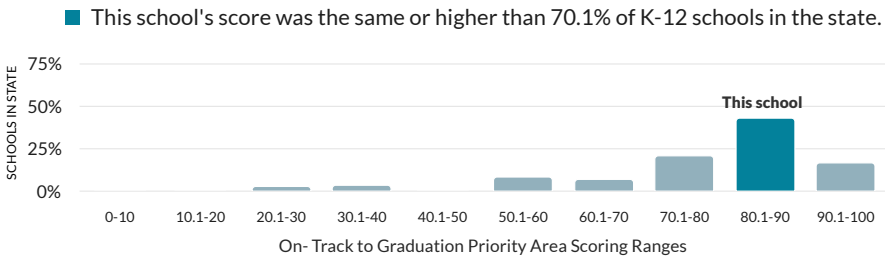
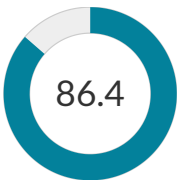




ON-TRACK TO GRADUATION

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: 91.2

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.

This School: 91.2
K-12 Statewide: 80.2

GRADUATION Score: 95.6

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

This School: 95.6
K-12 Statewide: 92.0

3RD GRADE ENGLISH LANGUAGE ARTS Score: 66.8

Multi-year average points-based proficiency rates.

This School: 66.8
K-12 Statewide: 57.0

8TH GRADE MATHEMATICS Score: 50.3

Multi-year average points-based proficiency rates.

This School: 50.3
K-12 Statewide: 54.5



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-12 State	809,382	16.2%	811,691	22.8%	809,293	19.7%
All Students	521	9.8%	568	9.5%	376	6.9%
American Indian or Alaskan Native	<20	*	<20	*	<20	*
Asian	<20	*	<20	*	<20	*
Black or African American	39	17.9%	39	28.2%	36	16.7%
Hispanic or Latino	<20	*	<20	*	<20	*
Native Hawaiian or Pacific Islander	<20	*	<20	*	<20	*
White	420	9.0%	464	8.2%	302	5.6%
Two or More Races	31	9.7%	34	5.9%	<20	*
Economically Disadvantaged	156	12.2%	177	11.3%	105	10.5%
English Learners	<20	*	381	7.1%	63	7.9%
Students with Disabilities	<20	*	<20	*	<20	*

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: K-12 State	68,110	61,585	90.4%	66,851	62,541	93.6%
All Students	49	47	95.9%	43	41	95.3%
American Indian or Alaskan Native	<20	*	*	<20	*	*
Asian	<20	*	*	<20	*	*
Black or African American	<20	*	*	<20	*	*
Hispanic or Latino	<20	*	*	<20	*	*
Native Hawaiian or Pacific Islander	<20	*	*	<20	*	*
White	37	37	100.0%	26	26	100.0%
Two or More Races	<20	*	*	<20	*	*
Economically Disadvantaged	<20	*	*	<20	*	*
English Learners	<20	*	*	<20	*	*
Students with Disabilities	<20	*	*	<20	*	*

Wisconsin Department of Public Instruction
Office of Educational Accountability
201 West Washington Avenue
Madison, WI 53703
dpi.wi.gov



November 2024

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.